

APR 12 1994

STATE OF CALIFORNIA

PETE WILSON, Governor

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING  
April 21, 1994 - 10:00 A.M.  
Hotel Sainte Claire  
Sainte Claire Room  
302 South Market Street  
San Jose, CA 95113  
(408) 295-2000

**AGENDA**

CALL TO ORDER

FLAG SALUTE

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

APPROVAL OF MINUTES

- A. Approval of minutes of the January 27, 1994 regular Commission meeting at the Westin South Coast Plaza Hotel in Costa Mesa.

CONSENT CALENDAR

**B.1 Receiving Course Certification Report**

Since the January meeting, there have been 60 new course certifications, five decertifications, and 68 modifications. In addition, a number of agencies have been certified to present telecourse and IVD training. In approving the Consent Calendar, your Honorable Commission receives the report.

**B.2 Receiving Financial Report - Third Quarter FY 1993/94**

The third quarter financial report will be provided at the meeting for information purposes. In approving the Consent Calendar, your Honorable Commission receives the report.

**B.3 Receiving Information on New Entry Into the POST Regular (Reimbursement) Program**

The Pomona Unified School District Police Department has met the Commission's requirements and has been accepted into the POST Regular (Reimbursement) Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.4 Receiving Information on New Entry into the Public Safety Dispatcher Program

Procedures provide that agencies that have expressed willingness to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522 may enter into the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525.

In approving the Consent Calendar, your Honorable Commission notes that since the January meeting, the Shasta Area Safety Communications Agency (SHASCOM) has met the requirements and has been accepted into the POST Reimbursable Public Safety Dispatcher Program. This new entrant brings to 322 the number of agencies joining the program since it began July 1, 1989.

BASIC TRAINING BUREAU

C. Report and Recommendation on a Proposal to Increase Hours, Adopt Training Specifications, and Modify Curriculum Requirements to the Complaint/Dispatcher Course

Commissioners previously approved modifications to Procedure D-1 to establish an 80-hour (minimum) dispatcher course. The 80-hour course was intended to serve as an interim standard subject to review following completion of a statewide job task analysis for the position of Public Safety Dispatcher. The job analysis has been completed and comprehensive review of the entry-level training course has been made by POST staff and subject-matter experts.

This review has resulted in proposals to: (1) change the name of the course from the Basic Complaint/Dispatcher Course to Public Safety Dispatchers' Basic Course; (2) update the curriculum from ten Functional Areas to 16 Learning Domains; (3) increase the minimum hours from 80 to 120; and (4) adopt Training Specifications for each Learning Domain. The course is based on the results of a statewide job task analysis completed by POST's Standards and Evaluation Services Bureau in 1991.

Proposals are described in the enclosed report. Because of the significant impact of proposed changes, it is recommended that a public hearing be set for July 21, 1994.

If the Commission concurs, the appropriate action would be a MOTION to schedule a public hearing to receive comment on proposed curriculum changes to the Complaint/Dispatcher Basic Course.

D. Proposal to Update Content and Structure of POST-prescribed Curricula Regarding Chemical Agents Training for Peace Officers and to Modify Policy Regarding Eligibility of Presenters to Provide Instruction

As required by Penal Code Section 12403, peace officers must complete an approved course of instruction before they can legally possess a tear gas device. In response to this legislation, POST developed an eight-hour course which was implemented by the Commission in October 1969. This item seeks approval to update the content of this program and to modularize instruction to better meet the training needs of the broad variety of peace officers impacted by the training requirement.

It is proposed that the content of the course be separated into three distinct modules. Module A would address the legal aspects of chemical agents, personal decontamination procedures, and proper use of aerosol devices (including OC "pepper" spray). For many types of peace officers (e.g., specialized investigators), this module would fully satisfy their training need.

Module B would add instruction relative to the safe and effective use of a gas mask. Modules A and B would both be prescribed for the Regular Basic Course as they collectively address the training needs of uniformed officers. Module C involves instruction in the deployment of tactical munitions and methods for scene decontamination. This module would be required for officers whose duties include the use of devices such as gas projectiles and grenades. Typically, these officers would be supervisors and SWAT specialists.

When this course was originally developed in 1969, the Commission limited presentation to Basic Course presenters, community colleges, and local offices of the Federal Bureau of Investigation. It is proposed to extend the eligibility to present this course to additional entities (e.g., law enforcement agencies) as long as presenters adhere to the required curricula and instructors are appropriately qualified. Such a policy would facilitate the delivery of this training in a cost-effective manner.

Changes in the training requirements must be adopted pursuant to the Administrative Procedures Act. It is recommended that the abbreviated public notice process be used. If no one requests a public hearing, changes would go into effect upon approval by the Office of Administrative Law.

If the Commission concurs, the appropriate action would be a MOTION to approve the recommendations as described in the

staff report subject to results of a Notice of Proposed Regulatory Action.

E. Report and Recommendation to Adopt Changes to Regular Basic Course Training Specifications and Related Changes to Commission Procedure D-1 Using the Abbreviated Public Notice Process

Commissioners previously approved modifications to Procedure D-1 to establish training specifications for each Regular Basic Course learning domain and to incorporate a new document *Training Specifications for the Regular Basic Course (1993)* into Procedure D-1 by reference. The training specifications now serve to describe the basic course requirements in Administrative Law (as opposed to the technical performance objectives which previously described it).

The report under this tab proposes modifications to the training specifications for 13 learning domains. The recommended modifications are based on recently enacted legislative training mandates, proposed curricula enhancements, addition of supporting learning activities, changes to domain titles, or other editorial improvements.

Significant proposed changes include:

- o addition of a block of instruction on sexual harassment to conform to the requirements of Penal Code Section 13519.7;
- o addition of enhanced instruction on hate crimes to conform to the requirements of Penal Code Section 13519.6; and
- o revision of chemical agent training to conform to revised training standards related to Penal Code Section 12403.

In addition to the training specification changes, minor revisions to Commission Procedure D-1 are also proposed. These changes are designed to:

- o eliminate redundancy between the training specifications and Procedure D-1 concerning the identification of minimum hours for each domain; and
- o specifically address presenter responsibility to provide appropriate instruction on each required topic identified in the training specifications.



All recommended changes have been reviewed and are supported by members of the Basic Course Consortium.

The proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act. It is recommended that the abbreviated public notice process be used. If no one requests a public hearing, these proposed changes would go into effect upon approval by the Office of Administrative Law.

If the Commission concurs, the appropriate action would be a MOTION to approve the curriculum changes as described in the staff report, effective upon approval as to form and procedure by the Office of Administrative Law.

#### STANDARDS AND EVALUATION

##### F. Report and Recommendations on Proposed Changes to Basic Course Performance Objectives

Ongoing review of the performance objectives for the regular basic course has identified the need for a number of changes. The proposed changes fall into three categories:

- o The addition of four performance objectives to cover new or previously overlooked topics of sufficient importance to be included in a regular basic course test;
- o The deletion of four performance objectives for which reliable and valid test items cannot be constructed (because the topic is of tangential importance to the performance of peace officer duties, is not applied in a uniform manner across the state, or is not amenable to objective, multiple-choice testing); and
- o The deletion of three performance objectives which are inconsistent with recent changes in instructional approach.

All proposed changes are consistent with proposed changes to *Training Specifications for the Regular Basic Course - July, 1993* as described in the previous agenda item. Where an important objective is deleted because it cannot be reliably measured, its substantive content remains in mandated instruction as specified in this document.

The Consortium of Basic Academy Directors concurs with all proposed changes.

If the Commission concurs, the appropriate action would be a MOTION to adopt the proposed changes to the regular basic course performance changes to become effective immediately.

G. Evaluation of Pilot Program to Award Continuing Professional Training (CPT) Credit for Viewing Videotape Recordings of POST Telecourses

Pursuant to Commission direction, an evaluation was conducted of the one-year pilot program to award CPT credit for viewing videotape recordings of POST telecourses. Based on survey data collected from four distinct groups (Chief Executives, Training Managers, Telecourse Coordinators, and Trainees), the major findings of the evaluation are:

1. The program is generally viewed as a cost-effective means of providing training for CPT credit that should be continued.
2. There is widespread agreement that telecourse videotape training has limitations, and should be viewed as a valuable means of augmenting traditional and "hands on" instruction; many of those surveyed expressed reservations about being able to satisfy the entire CPT requirement (24-hours of training every two years) by attending telecourse videotape training exclusively.
3. The procedures that have been established for receiving POST certification and for receiving CPT credit are generally viewed favorably, and program participants are generally pleased with the manner in which POST distributes required training materials (videotapes, workbooks, etc.).
4. A significant percentage of trainees reported that they "Seldom" or "Never" referred to the required student workbook during training, and opinions differ as to the need for the workbooks.
5. Opinions concerning the requirement that a Telecourse Coordinator be present during all training also vary, and the requirement was frequently mentioned as something that diminishes the accessibility and cost effectiveness of the training, and/or has influenced agency participation in the program.
6. The requirement that each videotape be viewed in its entirety (i.e., in a single sitting) was also frequently mentioned as reducing the cost effectiveness of the program and limiting agency participation. Many regard shortening the tapes and/or formatting the tapes for viewing in discreet segments as actions that would

make the training more interesting, and thus improve the quality of the training.

7. Trainees generally agreed that the training is interesting, informative and effective, and more recently developed courses received significantly higher ratings than initial course offerings.
8. Significant numbers of trainees and Telecourse Coordinators expressed some concern over not having a subject matter expert (SME) present during training, and approximately one-third of trainees expressed some frustration with not being able to engage in classroom discussion.
9. The most frequently offered suggestions for improving the program were to eliminate the requirements that the each tape be viewed in a single sitting and that a Telecourse Coordinator be present at all times; to improve the quality of the tapes by partitioning the tapes into segments for individual viewing; incorporating more scenarios (and less panel discussion); and using more dynamic speakers.
10. Fewer than half of the 572 agencies eligible to participate in the program have requested POST certification, and only 64 agencies (11.2%) had actually submitted rosters for CPT credit as of the date of the survey. Staffing shortages and prohibitive overtime costs were the most frequently cited reasons for not yet implementing the program among certified presenters.

The survey indicates that the telecourses and subsequent replay as video training for CPT credit is effective and has merit. However, the survey results also indicate areas where refinements in the training program, along with modification to the policies and procedures which currently guide the program should be considered. This agenda item is a report of survey results only. The recommendation is that the Commission instruct staff to consider and recommend changes which will improve this part of POST's distance learning program and report back at the July 1994 meeting.

If the Commission concurs, the appropriate action would be a MOTION to:

1. Continue the current policy of awarding Continuing Professional Training (CPT) credits for viewing videotape recordings of POST telecourses; and

2. Direct staff to consider options for addressing the key evaluation findings, and to report back with recommendations in July.

#### TRAINING PROGRAM SERVICES

##### H. Approval of Guidelines and Curriculum on Sexual Harassment - In-Service

Senate Bill 459 (Boatwright) adding Section 13519.7 to the Penal Code requires the Commission on or before August 1, 1994 to develop complaint guidelines for specified agencies for peace officers who are victims of sexual harassment in the work place. The bill also requires the Basic Course to include instruction on sexual harassment in the work place no later than January 1, 1995. The bill requires all peace officers who have received their basic training before January 1, 1995 to receive supplementary training on sexual harassment in the work place by January 1, 1997.

The proposed curriculum for the Basic Course and in-service training is identical. The guidelines are specific enough in nature to comply with the law, yet general enough to be easily followed by the various law enforcement agencies.

The in-service training requirement is designed to be met via a two-hour interactive telecourse broadcast which can be viewed live at two different times and then replayed numerous times to assure full opportunity for viewing.

If the Commission concurs, the appropriate action would be a MOTION to adopt the proposed guidelines, and subject to the results of the proposed Notice of Regulatory Action, adopt proposed curriculum for inclusion into POST Regulation 1081.

##### I. Report on Review of Victims/Peace Officer Training Issues and Recommendation to Approve Increased Training Associated with Victims' Matters

At the July 1993 Commission meeting, staff was directed to review victim-related training to determine the level of emphasis in POST training and identify any existing training needs. Several workshops and meetings have resulted as part of the review process and the status of the review is being reported.

An initial meeting conducted in October 1993 brought together a group of representatives of criminal justice agencies, victim services, and selected victims to examine POST training curricula and programs and develop recommendations for additional law enforcement training. A

report to the Long Range Planning Committee concluded that existing training appears sound, but recommended that a telecourse dedicated to dealing with victims be developed.

A meeting was held on February 17 with a select group of victim representatives, including Commissioner Campbell, and representatives of law enforcement. This group concurred with previous recommendations to develop a telecourse for law enforcement personnel. The Committee also recommended that training curricula be reviewed and that some funding source other than POST be sought for the production of a video tape that would assist victims to understand the criminal justice process. Additionally, the Committee recommended that a need for sensitivity to victims be embedded in all training from recruit to executive levels, as appropriate.

Results of the continuing review were reported again to the Long Range Planning Committee at its March meeting. The Committee's direction to staff, subject to Commission approval includes:

- o Review the content of victim sensitivity training and suggest changes as needed.
- o Produce a victim/law enforcement telecourse which will be appropriate for training officers of all ranks.
- o Review the content of existing training with attention to needs for improving effectiveness through appropriate victim contacts, addressing both victim and law enforcement needs.
- o Explore the possibility of obtaining funding to produce a video which would be used by law enforcement to help victims understand the criminal justice system, the victim's role in the process, and perhaps something on the stages and phases that victims commonly experience.

If the Commission concurs, the appropriate action would be a MOTION to direct staff to proceed with production of a POST telecourse on Victim Contact Skills, review and amend victim sensitivity training as indicated, and explore possible funding for production of a video for instructing victims.

#### MANAGEMENT COUNSELING

##### J. Proposal for Promoting Training and Implementation of Community-Oriented Policing

Since 1991, interest in and implementation of community-oriented policing concepts and programs has grown

significantly throughout the State. POST has been responsive to the identified training needs. A pilot program incorporating community policing concepts into the basic course at Golden West College is being evaluated; a course for supervisors is certified; POST participated in the development of a resource manual prepared by the Attorney General's Office; and, an advisory committee met in March to further identify training and services the Commission may be able to provide.

The informational report under this tab describes in detail the assessment of training and service needs to support community-oriented policing. The report identifies several areas for further consideration and action, including orientation and skills training, training for supervisors and managers, and processes to facilitate information-sharing among agencies about community policing programs.

This program comes to the Commission by way of information and for whatever direction or guidance your Honorable Body may wish to provide.

Absent any specific instructions, staff will continue to address this important topic and report, as appropriate.

#### LEARNING TECHNOLOGY RESOURCE CENTER

##### K. Report on Emergency Spanish Language Training Course

In the 1970's and early 80's, the Commission certified and funded a variety of Spanish language training programs. Over a period of time, experience indicated that these programs were costly, did not consistently bring trainees to the desired level of proficiency, were deficient in that maintenance was not provided for, and skills provided were frequently lost. For those reasons, the Commission ceased certifying and funding these programs.

In recent years, increased growth of the Spanish speaking population has resulted in intensified interest on the part of law enforcement agencies for POST to certify Spanish language training programs. Currently POST certifies a limited amount of "emergency Spanish" training, presented as a part of technical courses and advanced officer programs. A few more lengthy Spanish language courses have been certified, but without reimbursement. Some academies have included varying amounts of Spanish language training as a part of their Basic Course.

Over a year ago, the Long Range Planning Committee, as a part of discussion of needed IVD programs, questioned whether some type of computer-based training might prove to

be an adequate manner of addressing the emergency Spanish training issue for peace officers. After the establishment of the Learning Technology Resource Center at POST, staff was assigned to research the Spanish language training need and the feasibility of using a technology-based approach. As described in the report under this tab, thorough research suggests that this training could not be presented with a stand-alone computer-based program. Input from a variety of experts suggests substantial initial instructor/student interaction is critical with technology playing an important subsequent role.

The enclosed report reflects primarily on a conceptual program that would be required to appropriately address the minimum need for emergency Spanish language training. The overall program would include classroom time, production of video tapes, audio tapes, workbooks, reference materials, and potentially an IVD program that would be used for improving and maintaining language skills.

Spanish language training for peace officers is an important though costly need in many of our communities. The Commission is, and will continue to be, pressured to address this training need for law enforcement agencies. The considerations described in this report represent a dilemma for the Commission because of the substantial delivery time projected to be required and the very significant costs that the Commission would incur if it were to fully develop such a program while seeking supplementary funding to complete the program. The overall program described in the report seems clearly beyond the current financial means of the Commission. The Commission may, however, consider it feasible to invest in the development of a minimal program. The matter is brought before the Commission for purposes of discussion and possible referral to the Commission's Long Range Planning Committee.

#### EXECUTIVE OFFICE

##### L. Report and Recommendation on Establishing POST Bulletin Board for Law Enforcement

Bulletin Board Systems (BBS) are a widely used format for people to communicate electronically. Approximately one year ago, POST began experimenting with a limited BBS for basic academies. The experiments have been successful, providing a quick and inexpensive method to search and receive selected POST materials.

It is proposed that the experimental BBS be expanded to include a wide variety of POST materials to serve all POST agencies. The materials can include manuals, publications

and student workbooks. The BBS can also be used as an electronic clearinghouse for subjects such as community-oriented policing, physical fitness, and employee drug testing. With a BBS, all the information is in one place and can be available 24 hours, seven days a week.

All software, electrical connections, and telephones lines will cost under \$1500 to purchase and install. It is anticipated that the additional work of loading and maintaining the BBS can be handled by current personnel.

If the Commission concurs, the appropriate action would be a MOTION to approve a POST BBS to provide electronic communication with our client agencies for distributing materials and improving our clearinghouse responsibilities.

M. Report and Recommendation on Establishing Commission Sponsorship of an Annual Governor's Award for Excellence in Peace Officer Training

It is proposed that a Governor's award be established and presented annually to an individual or organization in recognition of excellence in peace officer training. The Governor's staff has indicated approval of the concept, and is it now before the Commission for its approval. Critical elements of the program include:

- o The POST Commission would set and monitor the award criteria and amend criteria, as indicated.
- o Annually, all law enforcement agencies and training institutions would be invited to nominate individuals or organizations to be recognized for having made superior contributions to law enforcement training.
- o Nominations would be screened by a committee composed of representatives of the major statewide law enforcement associations.
- o The award would be presented to the recipient by the Governor at an appropriate occasion (such as at an association, conference, Commission meeting, law enforcement ceremony, etc.).
- o Award would be a perpetual trophy which would be engraved and maintained at a suitable location to be determined. Recipients would individually be awarded a smaller replica of the perpetual trophy.



The award is intended to improve training effectiveness by reorganizing innovations and excellence in law enforcement training. It is anticipated that a prototype of the award will be available at the meeting for Commission consideration. Some preliminary criteria are included under the tab. However, the details of the competition criteria, and scheduling award presentation will be refined and published in time for a 1994 award to be presented probably in early 1995.

If the Commission approves the proposal, the recommended action would be a MOTION to approve the establishing of an annual Governor's Award for Excellence in Peace Officer Training.

#### COMMITTEE REPORTS

##### N. Finance Committee

The Committee's April 20, 1994 agenda is enclosed under this tab. As noted, the Committee will review and report on current year and proposed FY 1994/95 budgets and may offer recommendations on issues of a financial nature.

At its January meeting, the Commission authorized negotiation of a number of training, standards, and administrative contracts. Commissioner Ortega, Committee Chairman, will report the Committee's recommended actions on the following contracts. If the Commission concurs with the Committee's recommendations, the appropriate action would be a MOTION to authorize the Executive Director to sign them on behalf of the Commission. (ROLL CALL VOTE)

More of POST's support for training is being reflected in contracts now than in the past. Part of this is as the result of decisions to shift from tuition reimbursement to up-front coverage of these costs through contracts. Other contracts simply represent increases in training opportunities.

Proposed contracts to be negotiated for Fiscal Year 1994/95:

##### Training Contracts

1. Contracts for the Management Course are \$ 308,892 proposed for the following presenters

California State University - Humboldt  
California State University - Long Beach  
California State University - Northridge

California State University - San Jose  
San Diego Regional Training Center

2. A contract with San Diego Regional Training Center for support of Executive Training (e.g., Command College, Executive Seminars, and Executive Development Course) \$ 534,453
3. A contract with CSU Long Beach for support of the Supervisory Leadership Institute \$ 406,357
4. An Interagency Agreement with the State Department of Justice for a variety of training courses \$ 54,000
5. Contracts with Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production \$ 52,000
6. A contract for San Diego State University for production and broadcasts of telecourse programs \$ 530,000
7. An Interagency Agreement with Department of Justice for training delivery services \$ 927,884
8. Contracts with various vendors for training a total of 5,432 students in Basic Narcotic, Basic Motorcycle, and Basic Course Driver Training \$2,343,413
9. Contract with San Diego Regional Center for Institute of Criminal Investigations Instructors' Update Workshops \$ 45,000
10. Contract with San Diego Regional Training Center for the Master Instructor Development Program \$ 90,513
11. Contract with San Diego State University for Robert Presley Institute of Criminal Investigation Core Course \$ 240,000

### Standards Contracts

- |     |   |           |
|-----|---|-----------|
| 12. | An Interagency Agreement with Cooperative Personnel Services - Basic Course Proficiency Exam                | \$ 37,290 |
| 13. | An Interagency Agreement with Cooperative Personnel Services - Entry-Level Reading and Writing Test Battery | \$ 78,900 |
| 14. | An Interagency Agreement with the Cooperative Personnel Services - P.C. 832 Written Examination             | \$ 78,470 |

### Administrative Contracts

- |     |  |            |
|-----|--|------------|
| 15. | A contract with the State Controller's Office for Auditing Services                  | \$ 85,000  |
| 16. | An Interagency Agreement with the Teale Data Center for Computer Services            | \$ 165,000 |
| 17. | An Interagency Agreement with the Health and Welfare Data Center - CALSTARS Contract | \$ 25,000  |

#### O. Long Range Planning Committee

Chairman Block, who also chairs the Long Range Planning Committee, will report on the Committee meeting held in Los Angeles on March 14, 1994.

#### P. Legislative Review Committee

Chairman Block will report on the Committee meeting held April 21 just prior to the Commission meeting.

#### Q. Advisory Committee

Committee Chairman Charles Brobeck will report on the Committee meeting held April 20, 1994 in San Jose.

### OLD/NEW BUSINESS

#### R. Appointment of Advisory Committee Member

The Womens' Peace Officer Association (WPOA) has submitted the name of Sergeant Alexia Vital-Moore of the Los Angeles Sheriff's Department to fill the unexpired term of

Alicia Powers who resigned due to conflicting scheduling problems. The appointment will expire September, 1994.

S. Report of Nominating Committee for Election of Officers

Commissioners Byrd and Ortega, members of the Nominating Committee, will report the results of the Committee's recommendations for nominations for Commission Chairman and Vice-Chairman.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

July 21, 1994 - Red Lion Hotel, San Diego  
November 17, 1994 - Waterfront Hilton, Huntington Beach  
January 19, 1995 - Hyatt Regency, Irvine  
April 20, 1995 - San Francisco Bay Area

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**COMMISSION MEETING MINUTES**  
January 27, 1994  
Westin South Coast Plaza  
Costa Mesa, CA 92626-1988

The meeting was called to order at 10:15 a.m. by Vice-Chairman Leduc.

Advisory Committee Chairman Charles Brobeck led the flag salute.

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

Marcel Leduc, Vice-Chairman  
Cois Byrd  
Colleen Campbell  
Greg Cowart, representing Attorney General Daniel E. Lungren  
Jody Hall-Esser  
George Kennedy  
Ronald Lowenberg  
Raquel Montenegro  
Manuel Ortega  
Bernard Parks  
Devallis Rutledge  
Dale Stockton

Commissioners Absent:

Sherman Block

POST, Advisory Committee Members Present:

Charles Brobeck, Chairman  
Jay Clark  
Derald D. Hunt  
Don Menzmer  
Cecil E. Riley  
Judith Valles

Staff Present:

Norman C. Boehm, Executive Director  
Glen Fine, Deputy Executive Director  
Hal Snow, Assistant Executive Director

Graham Breck, Specialist, Learning Technology Resource Center  
Bob Fuller, Bureau Chief, Center for Leadership Development  
Everitt Johnson, Bureau Chief, Basic Training Bureau  
Jan Myrra, Specialist, Learning Technology Resource Center  
Ken Whitman, Bureau Chief, Learning Technology Resource Center  
Frederick Williams, Bureau Chief, Administrative Services  
Vera Roff, Administrative Assistant

Visitor's Roster:

Chuck Bozza, Irvine Police Department  
John Brimmage, AOCDS  
Phillip Dyball, Orange County Sheriff's Department  
Susan Fantes, Irvine Police Department  
Hugh Foster, Golden West College CJTC  
Ed Hendry, Orange County Sheriff's Department  
I. F. Patino, Rio Hondo College  
Dean Rewarts, CAUSE  
Hugh Tate, CMPD/OCTMA

A. APPROVAL OF MINUTES

MOTION - Campbell, second - Montenegro, carried unanimously to approve the minutes of the November 4, 1993 regular Commission meeting at the Waterfront Hilton Hotel in Huntington Beach.

CONSENT CALENDAR

B. MOTION - Ortega, second - Campbell, carried unanimously to approve the following Consent Calendar:

- B.1 Receiving Course Certification Report
- B.2 Receiving Financial Report - Second Quarter FY 1993/94
- B.3 Receiving Information on New Entry Into the POST Regular Program
- B.4 Setting Command College Tuition for Non-Reimbursable Agencies
- B.5 Setting Supervisory Leadership Institute Tuition for Non-Reimbursable Agencies
- B.6 Adopting a Resolution Commending Retired Bureau Chief S. Douglas Thomas
- B.7 Adopting a Resolution Commending Special Consultant Jeff Kermode

## PRESENTATION

Vice-Chairman Leduc presented a resolution to Jeff Kermode in appreciation for the development of the Basic Course Student Workbook feasibility study and report. Jeff, a Sergeant with the Irvine Police Department, served as a POST Management Fellow from June 1993 to December 1993.

## BASIC TRAINING BUREAU

### C. Approval to Adopt Changes to the Regular Basic Course Training Specifications Using the Abbreviated Public Hearing Notice Process

Commissioners previously approved modifications to Procedure D-1 to establish training specifications for each Basic Course learning domain and to incorporate a new document, *Training Specifications for the Regular Basic Course (1993)*, into Regulation 1005 by reference. The Training Specifications now serve to describe Basic Course requirements in Administrative Law.

Staff reviewed proposed modifications to the training specifications for seven learning domains. The modifications were based on proposed curricula enhancements, changes to testing standards, addition of supporting learning activities, changes to the domain title, or other editorial improvements.

MOTION - Hall-Esser, second - Montenegro, carried unanimously to adopt, subject to the results of the Notice of Regulatory action, proposed changes to the regular Basic Course to be effective upon approval as to form and procedure by the Office of Administrative Law.

### D. Approval of Changes to Basic Course Performance Objectives

Ongoing review of Regular Basic Course curriculum over the past six months has identified the need for a variety of changes to course content and organization, including:

- o Additions of performance objectives believed necessary to improve instruction in existing areas or to introduce new material into the Basic Course;
- o Deletion of performance objectives where the subject matter is no longer needed, where required instruction exceeds the training needs of a patrol officer, or where the objective is redundant by virtue of its coverage in another part of the course;

- o Conversions of objectives into learning activities, merger of objectives without loss of content, or other administrative changes to language and structure which are desirable to improve instructional effect.

Staff reported that significant proposed changes include new instruction in two scenario tested objectives and one supporting learning activity regarding tactical communications, one learning activity requiring structured problem-solving, and an exercise test regarding interpreting gang graffiti and gang-related communications. Proposed changes also included deletion of two cognitive performance objectives relating to chemical development of latent fingerprints.

MOTION - Hall-Esser, second - Rutledge, carried unanimously to adopt proposed changes to the regular Basic Course performance objectives to be effective immediately.

E. Report on Feasibility of Developing and Maintaining Student Workbooks for the Basic Course and Recommendation to Defer a Proposed Limited Pilot Program Pending Funding Resolution

In April 1993, the Commission authorized the Executive Director to contract with a Management Fellow to research the Basic Course student workbooks issue. Sergeant Jeffery Kermode, Irvine Police Department, began work on the project in June 1993.

Analysis indicates that workbooks have high potential for improving learning, but can be costly to develop and maintain. Based upon consideration of projected costs and administrative issues, the project report recommends a limited pilot project. Estimates for development of a six-workbook pilot project range between \$86,000 and \$235,000. Cost estimates for developing a workbook for all 41 Learning Domains ranges between \$492,000 and \$1,348,000. On-going maintenance costs of the workbook project are estimated at between \$17,000 for the six-workbook pilot and \$119,000 per year for 41 workbooks.

After discussion, the following action was taken:

MOTION - Parks, second - Ortega, carried unanimously to prepare RFPs for developing workbooks for the six learning domains as recommended in the study for a pilot project and report back at the July Commission meeting.



## TRAINING PROGRAM SERVICES

### F. Contract for Robert Presley Institute of Criminal Investigation

At its July meeting, the Commission approved two contracts to provide offerings of the Robert Presley Institute of Criminal Investigation Core Course during Fiscal Year 1993/94. The Sacramento Public Safety Center and the San Diego Regional Training Center were approved to present four Core Course offerings each. Expenditure of \$240,000 was authorized via \$120,000 contracts with the two presenters.

The San Diego Regional Training Center ratified the contract and has presented two offerings of the course. The Sacramento City College Board of Trustees had not approved the contract at the time of the Commission agenda mail out. This item was placed on the agenda for action if the Sacramento City College Board of Trustees failed to adopt the contract at its January 12, 1994 meeting.

The contract was approved at the Sacramento City College Board of Trustees January meeting; therefore, this item was removed from the agenda, and no action was required.

## LEARNING TECHNOLOGY RESOURCE CENTER

### G. First Aid/CPR Interactive Multimedia Courseware Demonstration

A demonstration of selected portions of the First Aid/CPR courseware, developed by Industrial Training Corporation (ITC) was presented. The Commission expressed support for the courseware. Commissioner Hall-Esser suggested that staff pursue efforts to market this product in the public sector.

Advisory Committee Chairman Brobeck reported that the Advisory Committee suggested that there be a computer program developed that would enable agencies to capture all training records from the IVD programs and automatically download that information to the agencies' training file.

The demonstration was for information only, and no action was required.

## EXECUTIVE OFFICE

### H. Approval of Contract for Upgrade and Revision of the IVD Courseware

At its July 1993 meeting the Commission authorized the dissemination of a Request for Proposal (RFP) to develop an interactive multimedia course of instruction for Introduction to Law Enforcement P.C. 832. The RFP called for the revision and updating of the existing P.C. 832 courseware that the Commission released in 1989.

CAE-Link of Lemoore, California, submitted the top scoring proposal and submitted a cost of \$366,806 to develop this courseware.

The Finance Committee reviewed the contract and recommended approval.

MOTION - Lowenberg, second, Montenegro, carried unanimously by ROLL CALL VOTE to approve the contract with CAE-Link at a cost that would not exceed \$366,806 with the following additional provisions:

1. Costs to POST for deliverables in FY 1993/94 would not exceed \$100,000;
2. The remaining \$266,806 (with \$96,000 offset by the Chancellors' grant) would be authorized for expenditure in FY 1994/95 budget year; and
3. Authorize the Executive Director to enter into an interagency agreement with other state agencies to obtain grant funds, as described to offset Commission costs, for the development of this courseware.

### I. Approval of Contract with LASD to Continue Special Consultant Services in Support of the Regional Training Center Study

Penal Code Section 13508 requires the Commission to conduct research and carry out pilot projects regarding the application of modern technology to law enforcement training. The law also requires a study of the feasibility of establishing regional skill training centers and an implementation plan for acquiring needed technology and facilities. A comprehensive report to the Legislature is required by January 1, 1995.

The Commission approved a contract with the Los Angeles County Sheriff's Department at the January 21, 1993 meeting

to provide the services of a Special Consultant for this two-year study project. The Commission approved the contract for a one-year period at that time with the understanding that a two-year project was planned.

MOTION - Lowenberg, second, Ortega, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into an amended contract with the Los Angeles County Sheriff's Department in an amount not to exceed \$113,210.93.

#### COMMITTEE REPORTS

##### J. Finance Committee

Commissioner Ortega, Chairman of the Finance Committee, reported that the Committee met on January 26, 1994 in Costa Mesa, and discussed the following:

1. Staff reported that revenue for the Second Quarter continues at a rate below the \$37.7 budget appropriation. Current revenue projection for this fiscal year is estimated to be \$31.2 million. Training volume is down by some 2,000 compared to trainees reimbursed during the similar period last fiscal year. Revised reimbursed trainee projection is 44,790, down from an original projection of 54,000.
2. At its November meeting, the Commission acted to address the reported projection of a revenue shortfall for this fiscal year. The Commission suspended reimbursements for satellite receivers, IVD equipment and course presentation costs. This action served to reduce what could have been a \$5.8 million deficit to a potential lesser deficit amount of approximately \$1.8 million. It is possible that a significant portion of this \$1.8 million projected deficit can be addressed through savings on training contracts.

The Commission could also cease training reimbursement at the time the POTF is exhausted and defer payments until the new fiscal year.

Because of the continuing tenuous financial situation, the Committee recommended the continuation of the suspension of expenditures for the programs previously described, i.e. satellite receivers, IVD equipment, and course presentation costs. These matters can be reviewed at the April Commission meeting to determine appropriate action at that time.

3. Staff reported that the Governor's FY 94/95 proposed budget would appropriate \$33.5 million to the POTF. Initially, analysis of the 94/95 budget for POST shows sufficient monies to complete the reimbursement of remaining agencies for the purchase of satellite antennas and IVD equipment, and also provide for approximately \$4 million to be directed to course presentation costs.
4. The Executive Director reported on continuing efforts to inform the field and legislators on POST issues.
5. The Committee reviewed the contract items and recommended the approval of contracts previously discussed on the agenda.
6. The Committee recommended the Commission authorize the Executive Director to negotiate renewal of annually recurring contracts and return the proposed contracts for final approval at the April 1994 Commission meeting.

MOTION - Campbell, second - Byrd, carried unanimously to authorize the Executive Director to negotiate the contracts and return them to the April meeting for formal approval.

K. Long Range Planning Committee

Staff reported the Long Range Planning Committee met in Los Angeles on December 20, 1993. The Committee received reports and discussed the following matters:

1. Distance Learning Use Patterns

There is reason to believe that satellite broadcasts are being widely received and effectively used. However, staff recommends, and the Committee agrees, that it would be timely to survey all agencies to assess how broadcasts are being used and solicit suggestions for program improvements.

2. Learning Technology Resource Center

This is a new function established pursuant to P.C. Section 13508 requiring POST to develop pilot programs concerning training technology. The new center is now staffed with three of the four budgeted technical/professional positions. Results of these efforts will be reported to the Legislature next year.

3. Review of Training Needs on Victim Issues

A progress report was received, but discussion postponed until the next Committee meeting.

4. Basic Course Student Workbook Project

This matter is on the Commission's regular agenda. The Committee concurs the project is worthwhile, but should be deferred until funds are available.

5. Alternate Model for Delivering the Basic Course

A concept was discussed concerning the potential for greater utilization of community colleges to deliver the knowledge-oriented instruction portions of the Basic Course. This curriculum could be integrated with pre-service Administration of Justice program curriculum. Students graduating from these programs would need a shorter, skills-oriented academy. There are concerns about this concept, including the need to screen for employment qualifications. But, potential for savings suggests that staff should further explore the idea with chief executives and college officials.

MOTION - Campbell, second - Hall-Esser, carried unanimously to accept the report of the Long Range Planning Committee.

L. Legislative Review Committee

The Legislative Review Committee met just prior to the Commission meeting with Commissioner Leduc chairing for Chairman Block.

The Committee made the following recommendations:

1. Status of Proposed Legislation

a. Acquiring Increased POST Funding from State Penalty Assessments

It was announced that the previously approved legislative proposal to acquire part of the Driver Training Fund for POST has been sidetracked by the Governor's proposed budget. In view of this, the Legislative Review Committee recommended three other proposals to increase revenue including:

- (1) Reduce the 30% of State Penalty Assessments going to the State's General Fund and increase POST's percentage to increase POST's revenue by \$12 million annually.
- (2) Redirect some of the revenue (approximately \$3 million) from the 911 Emergency Telephone tax to POST for the training of dispatchers (911 call takers/dispatchers).
- (3) Revise current law to require POST reimbursement for training be deposited into a Law Enforcement Training Account within cities and counties to be used exclusively for law enforcement training.

b. P.C. 832 Exam Fees

It was announced this previously approved proposal is progressing as AB 1329 (Epple). Because of concerns by the California Academy Directors' Association (CADA), the Committee recommends that efforts be made to accommodate their concerns. These amendments tentatively appear to take the form of separating course completion from the exam which is for the purpose of satisfying the training requirements. The exam would become optional for all but those who are required to satisfy the requirement.

2. Proposed Legislation on Exempting Peace Officers from Legislative Training Mandates

The Committee recommended introduction of legislation to authorize POST the authority to exempt peace officers from legislatively-mandated training if the officer previously completed equivalent training.

3. Results of Senate Special Committee Hearing on POST Training on Developmentally Disabled and Mental Illness

POST was requested to offer testimony in December on results of training mandated by the Legislature on this subject. POST's training was described and a brief video clip of our telecourse was shown. Testimony from other special interest groups was mixed from lauding POST's training to criticizing its comprehensiveness, specifically not including training on other mental illnesses, e.g., traumatic brain injuries.

4. H.R. 3272 - Federal Proposed Legislation to Establish the Law Enforcement and Correctional Officers Employment Registration Act

The Committee recommended this proposal be opposed unless amended because of excessive workload it would place on POST and law enforcement employers. Rather than report on all peace officer appointments and terminations, the Committee recommended the bill be amended to require reporting only on those peace officers who have had their certificate cancelled. This is a much smaller number and workload.

MOTION - Byrd, second - Lowenberg, carried unanimously to approve the recommendations of the Legislative Review Committee.

M. Advisory Committee

Charles Brobeck, Chairman of the POST Advisory Committee, reported with regret that Chief Alicia Powers, WPOA representative, has resigned. Chief Don Menzmer, was welcomed as the CHP representative on the Committee.

OLD/NEW BUSINESS

N. Discussion of Repeal of Regulations Governing Revocation of POST for Misdemeanor Convictions

Dean Rewarts, Legislative Advocate for CAUSE, requested that the Commission take action to repeal regulations governing the revocation of POST certificates for misdemeanor convictions in light of a recent opinion of the Attorney General.

Vincent Scally, POST legal counsel, advised that the original opinion received by POST did not specifically address the question of whether the Commission's existing regulation is consistent with its statutory authority. The opinion should be interpreted, however, as requiring a modification of existing regulations to specify that revocations in question are based upon moral unfitness. Mr. Scally also suggested that in the interim the Commission should consider holding in abeyance any revocations based upon the current regulations.

MOTION - Byrd, second - Hall-Esser, carried unanimously to suspend action on this matter until further clarification of the Attorney General's opinion.

MOTION - Montenegro, second - Hall-Esser, carried unanimously to establish a task force consisting of Commissioners, labor representatives, and citizens to review the issue and develop strategies for mutually agreeable solutions to the certificate revocation issue.

O. Appointment of Nominating Committee for Election of Officers

Vice-Chairman Leduc appointed Commissioners Byrd and Ortega to serve as members of the Nominating Committee for election of Chairman and Vice-Chairman for 1995/96.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

April 21, 1994 - Hotel Sainte Claire - San Jose  
July 21, 1994 - Red Lion Hotel - San Diego  
November 17, 1994 - Waterfront Hilton, Huntington Beach  
January 19, 1995 - Hyatt Regency, Irvine  
April 20, 1995 - San Francisco Bay Area



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date April 21, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By R1A Ronald T. Allen, Chief	Researched By Rachel S. Fuentes
Executive Director Approval <i>Norman C. Becken</i>	Date of Approval 5-31-94	Date of Report March 31, 1994
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

The following courses have been certified or decertified since the January 20, 1994 Commission meeting:

CERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1.	Use of Force Update	San Bernardino Co. S.D.	Technical	V	\$75,600
2.	Forensic Courtroom Testimony	FBI, Los Angeles	Technical	IV	2,700
3.	Advanced Officer	Vallejo P.D.	Advanced Officer	V	14,000
4.	Community Oriented Policing	Santa Rosa P.D.	Technical	V	19,200
5.	CAMP Training & Critique	DOJ Training Center	Technical	N/A	-0-
6.	Disaster Recovery	CSTI	Technical	III	22,608
7.	Skills & Knowledge Modular Training	Santa Barbara P.D.	Technical	IV	4,000
8.	Advanced Officer	Santa Barbara P.D.	Advanced Officer	IV	1,200
9.	K-9 Team Evaluators	Orange Co. S.D.	Technical	V	2,600
10.	K-9 Team Evaluators	Bakersfield P.D.	Technical	V	1,040
11.	Court & Temporary Holding Facilities	Naber Technical Enterprises	Technical	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
12.	Internal Affairs Inv.	Dept. of P&R	Technical	N/A	\$ -0-
13.	Tactical Comm.	Glendale P.D.	Technical	V	1,570
14.	Officer Update I	Fresno Co. S.D.	Technical	V	23,240
15.	Background Invest.	Los Angeles. S.D.	Technical	V	23,400
16.	Baton Instr.-Exp. Baton	FBI, Los Angeles	Technical	IV	3,254
17.	Spanish for L.E.	Los Angeles P.D.	Technical	N/A	-0-
18.	Crisis Response Team	Los Angeles P.D.	Technical	V	2,125
19.	Firearms/Shotgun Slug	Los Angeles P.D.	Technical	V	35,805
20.	Officer Update I	San Francisco S.D.	Technical	V	1,375
21.	High Risk Youth	Children's Institute International	Technical	IV	746
22.	Field Training Officer	Fresno P.D.	Technical	V	14,790
23.	Skills & Knowledge Modular Training	Fresno Co. S.D	Technical	V	2,226
24.	Defensive Tactics Instr.	Modesto CJTC	Technical	IV	3,252
25.	Baton Instructors	Shasta College	Technical	IV	1,000
26.	Armorer School - Semi Auto Pistols	FBI, Los Angeles	Technical	IV	4,200
27.	Instructor Development	Evergreen Valley College CJTC	Technical	IV	3,000
28.	Child Abduction Inv.	Los Medanos Col.	Technical	IV	5,340
29.	Police Sniper/Observer Tactics	Shasta College	Technical	IV	600

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
30.	Police Sniper/Observer Tactics	FBI, San Diego	Technical	IV	\$ 1,920
31.	Skills & Knowledge Modular Training	East Bay Regional Parks Dist. P.D.	Technical	V	11,994
32.	Skills & Knowledge Modular Training	Coronado P.D.	Technical	V	6,400
33.	Skills & Knowledge Modular Training	Hayward P.D.	Technical	V	600
34.	Advanced Officer	Hayward P.D.	Advanced Officer	V	3,750
35.	Cultural Awareness Instructor	Hayward P.D.	Technical	V	1,400
36.	Firearms/Sub-Machine Gun	Sacramento PSC	Technical	IV	3,888
37.	Traffic Collision Inv., Intermediate	Riverside Co. S.D.	Technical	V	7,560
38.	Commander's Use of Force Update	Riverside Co. S.D.	Technical	V	6,360
39.	Boating-Coastal Piloting & Navigation	Dept. of Boating & Technical Waterways	Technical	IV	5,760
40.	Boating-Marine Fires	Dept. of Boating & Technical	Technical	IV	12,960
41.	Forensics/X-Ray Analysis	CCI	Technical	IV	1,980
42.	Officer Update	Sacramento P.D.	Technical	V	32,256
43.	Advanced Officer	Roseville P.D.	Advanced Officer	V	6,240
44.	Sign Language for Emergency Personnel	San Bernardino S.D.	Technical	IV	44,400
45.	Complaint/Dispatcher Update	Riverside Co. S.D.	Technical	V	8,380

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Course Presenter</u>	<u>Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
46.	Aircrew Course	Riverside Co. S.D.	Technical	V	\$ 1,584
47.	Drug Abuse Recognition Update	Cal. Narc. Offcr. Assoc.	Technical	N/A	-0-
48.	Tactics: Specialized Bus Take-Down 1	LA Metro. Transit Authority	Technical	IV	1,356
49.	Cultural Diversity	Hayward P.D.	Technical	V	9,978
50.	Community Service Officer	Sacramento P.D.	Technical	V	19,500
51.	Skills & Knowledge Modular Training	El Cajon P.D.	Technical	V	8,000
52.	Skills & Knowledge Modular Training	Costa Mesa P.D.	Technical	V	3,840
53.	Criminal Investigation Investigators	San Bernardino Co. S.D.	Technical	V	39,962
54.	Report Writing	Ventura College	Technical	IV	1,664
55.	Complaint Dispatcher Update	State Center Reg. Training Facility	Technical	IV	18,920
56.	Dispatcher Supervisor Update	Stanislaus Co. Emergency Dispatch	Supv. Trng.	V	3,504
57.	Drug Abuse Resistance Education Update	Los Angeles P.D.	Technical	V	21,681
58.	Arrest & Firearms - P.C. 832	San Bernardino Valley College	P.C. 832	IV	-0-
59.	Officer Safety/Field Tactics	Belmont P.D.	Technical	V	1,920
60.	Skills & Knowledge Modular Training	Pacific Grove P.D.	Technical	IV	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
61 - 64	4 IVD courses certified as of 3-31-94. To date 4 certified presenters have been certified.				
65 - 68	4 additional Proposition 115 Hearsay Evidence Testimony Course Presenters have been certified as of 3-31-94. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 270 presenters of Proposition 115 have been certified.				
69 - 538	469 additional Telecourses certified as of 3-31-94. To date, 275 Telecourse presenters have been certified and 2,919 Telecourses certified.				

DECERTIFIED

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Cultural Awareness	East Bay Reg. Park Dist. P.D.	Technical	IV
2.	Criminal Intelligence	DOJ Training Ctr.	Technical	IV
3.	Sexual Harassment Train-the-Trainer	Natl Assoc. of Prof. Stds.	Technical	III
4.	Budget & Cost Analysis	Law Enforcement Management Center	Mgmt. Trng.	III
5.	Systems Analysis	Law Enforcement Management Center	Mgmt Trng.	III

TOTAL CERTIFIED	<u>60</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>4</u>
TOTAL TELECOURSES CERTIFIED	<u>469</u>
TOTAL IVD COURSES CERTIFIED	<u>04</u>
TOTAL DECERTIFIED	<u>05</u>
TOTAL MODIFICATIONS	<u>68</u>

4,406 Courses certified as of 3-31-94  
569 presenters certified as of 3-31-94

949 Skills & Knowledge Modules certified as of 3-31-94  
84 Skills & Knowledge Presenters certified as of 31-31-94

5,355 TOTAL CERTIFIED COURSES

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title		Meeting Date	
Financial Report - Third Quarter 1993-94		April 21, 1994	
Bureau	Reviewed By	Researched By	
Administrative Services Bureau	Frederick E. Williams	Staff	
Executive Director Approval	Date of Approval	Date of Report	
<i>Morgan C. Becker</i>	4-19-94	April 5, 1994	
Purpose:		Financial Impact:	
<input type="checkbox"/> Decision Requested	<input checked="" type="checkbox"/> Information Only	<input type="checkbox"/> Yes (See Analysis for details)	<input type="checkbox"/> No
<input type="checkbox"/> Status Report			
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p>This report provides financial information relative to the local assistance budget through March 31, 1994. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1993-94 Budget to California cities, counties and districts.</p> <p><u>COMPARISON OF REVENUE BY MONTH</u> - This report, shown as Attachment 1A, identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through March 31, 1994, we received \$22,525,319. The total is \$4,627,681 less than currently anticipated on a straight line projection (see Attachment 1B) and is \$3,959,006 (15%) less than received for the same period last fiscal year.</p> <p><u>NUMBER OF REIMBURSED TRAINEES BY CATEGORY</u> - This report, identified as Attachment 2, compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 31,254 trainees for the third quarter represents a decrease of 3,642 compared to the 34,896 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)</p> <p><u>REIMBURSEMENT BY COURSE CATEGORY</u> - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Third quarter reimbursement of \$11,433,563 represents a \$3,991,326 (26%) decrease compared to last fiscal year. (See Attachments 3A and 3B)</p> <p><u>ANALYSIS AND RECOMMENDATION</u> - There has been a worsening of the deficit projection since the January meeting when a \$1.8 million FY 93-4 deficit was projected. Revenues have declined in the quarter just ended. Concurrently, the volume of reimbursable training has increased. Current projections are that the end of year deficit will rise from \$1.8 million to approximately \$4.2 million. Savings in FY 93-4 training contracts are expected to be approximately \$1 million, reducing the deficit to \$3.2 million. Cost reduction efforts may further reduce the projected deficit somewhat. However, if revenues continue to decline, the situation could worsen.</p>			

A budget augmentation request in the amount of \$5.6 million has been submitted to the State Department of Finance. If the augmentation is not approved, the deficit will have to be carried over to FY 94-5. An augmentation request for FY 94/95 has also been submitted in the amount of \$12.7 million.

Training volumes are expected to increase significantly next year. The potential for beginning the new year with a deficit suggests that options need to be considered now for reductions in reimbursement cost in FY 94-5. These potential reductions would be in addition to continuing the current suspension of reimbursement for satellite receivers, IVD equipment, and course presentation costs.

Options will be examined by the Finance Committee at its meeting on April 20th. Recommendations to the Commission will result from that meeting.

## COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1992-93 AND 1993-94

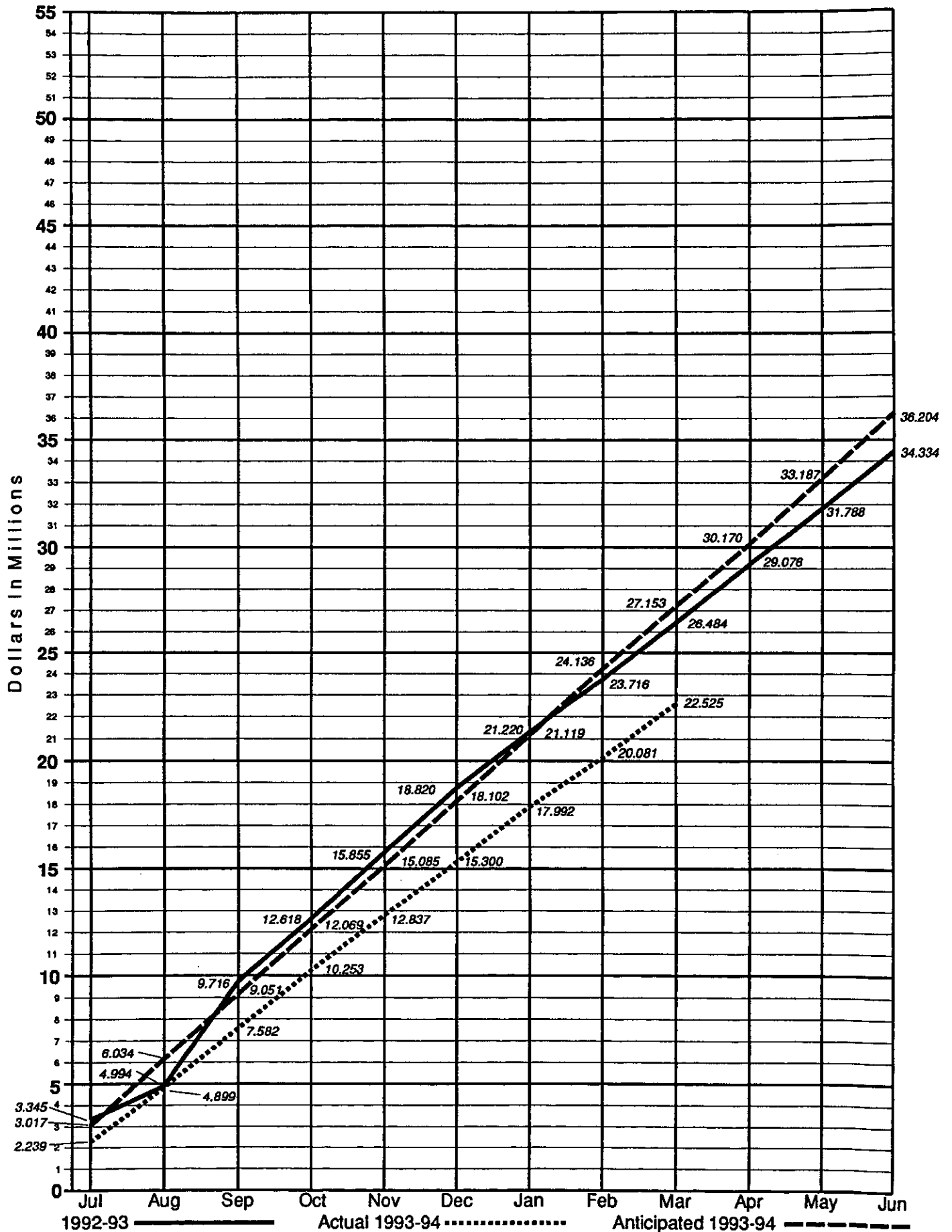
COMPARISON OF REVENUE BY MONTH									
FISCAL YEARS 1992-93 AND 1993-94									
1992-93					1993-94				
MO	PENALTY ASSESSMENT FUND	OTHER	CUMULATIVE TOTAL	CUMULATIVE MONTHLY ESTIMATE	PENALTY ASSESSMENT FUND	OTHER **	TOTAL	% OF EST	% OF EST
JUL	3,328,543	16,927	3,345,470	3,017,000	2,239,254		2,239,254	74.22%	74.22%
AUG	1,638,281	9,755	4,993,506	6,034,000	2,659,494		2,659,494	88.15%	81.19%
SEP	4,700,348	22,530	9,716,384	9,051,000	2,679,980	3,565	2,683,545	88.95%	83.77%
OCT	2,882,743	19,297	12,618,424	12,068,000	2,670,736		2,670,736	88.52%	84.96%
NOV	3,207,262	29,649	15,855,335	15,085,000	2,559,159	24,366	2,583,525	85.63%	85.09%
DEC	2,945,291	19,005	18,819,631	18,102,000	2,454,936	8,595	2,463,531	81.65%	84.52%
JAN	2,252,045	147,914	21,219,590	21,119,000	2,660,390	31,787	2,692,177	89.23%	85.19%
FEB	2,461,959	34,737	23,716,286	24,136,000	2,014,175	74,772	2,088,947	69.24%	83.20%
MAR	2,764,158	3,881	26,484,325	27,153,000	2,421,259	22,851	2,444,110	81.01%	82.96%
APR	2,568,778	22,949	29,076,052	30,170,000			0	0.00%	74.66%
MAY	2,677,804	34,424	31,788,280	33,187,000			0	0.00%	67.87%
JUN	2,364,064	181,422	34,333,766	36,204,000			0	0.00%	62.22%
TOT	33,791,276	542,490	34,333,766	36,204,000	22,359,383	165,936	22,525,319	62.22%	62.22%

**\*\* - Includes \$77,469 from coroner permit fees (per Ch 990/90)**



# Comparison of Revenue by Month Fiscal Years 1992-93 and 1993-94

Attachment 1B



Commission on POST  
NUMBER OF REIMBURSED TRAINEES BY CATEGORY - FOR CLAIMS PROCESSED

March 1994

	1992-93			1993-94		
	Actual Total For Year	Actual July-Mar.	% of Total	Projected Total For Year	Actual July-Mar.	% of Projection
Basic Course	1,159	921	.79	1,160	457	.39
Dispatchers - Basic	490	337	.69	490	205	.42
Advanced Officer Course	15,935	9,192	.58	15,935	2,972	.19
Supervisory Course (Mandated)	748	550	.74	750	311	.41
Supervisory Seminars & Courses	3,298	2,277	.69	3,300	2,027	.61
Management Course (Mandated)	220	140	.64	220	123	.56
Management Seminars & Courses	2,235	1,531	.69	2,235	1,438	.64
Executive Development Course	511	295	.58	515	375	.73
Executive Seminars & Courses	548	326	.59	550	295	.54
Other Reimbursement	204	146	.72	205	33	.16
Technical Skills & Knowledge Course	27,324	18,282	.67	27,325	22,150	.81
Field Management Training	30	21	.70	30	31	1.03
Team Building Workshops	410	293	.71	410	349	.85
POST Special Seminars	839	535	.64	840	455	.54
Approved Courses	64	50	.78	65	33	.51
TOTAL	54,015	34,896	.65	54,030	31,254	.58

COMMISSION ON POST  
REIMBURSEMENT BY COURSE CATEGORY

Course Category	1992-1993		1993-1994	
	Total For Year	Actual July - Mar.	March	Actual * July - Mar.
Basic Course	\$ 5,146,881	\$3,241,560	\$ 24,871	\$1,789,280
Dispatchers-Basic	437,636	306,506	12,161	84,458
Advanced Office Course	5,555,844	3,418,439	17,909	443,612
Supervisory Course (Mandated)	957,022	686,485	25,702	233,310
Supervisory Seminars and Courses	1,087,396	789,646	79,058	747,957
Management Course (Mandated)	426,324	287,073	7,568	146,632
Management Seminars and Courses	718,222	469,802	94,339	477,374
Executive Development Course	463,177	275,980	17,990	235,259
Executive Seminars and Courses	170,629	95,405	10,875	95,051
Other Reimbursement	176,390	123,944	0	22,020
Technical Skills and Knowledge Courses	8,288,928	5,404,412	783,627	5,952,843
Field Management Training	11,198	8,980	0	15,196
Team Building Workshops	182,496	135,000	30,196	138,149
POST Special Seminars	154,320	89,471	3,784	70,762
Approved Courses	17,430	12,152	443	8,703
Training Aids Technology	2,809,703	80,034	47,540	972,957
<b>TOTAL</b>	<b>\$ 26,603,596</b>	<b>\$15,424,889</b>	<b>\$ 1,156,063</b>	<b>\$11,433,563</b>

\*\$1,366,104.27 charged to 1992 - 1993 F.Y. Funds

## Commission on POST

## SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	Total 1992-93 FY	1992-93 July - Mar.	1994 March	1993-94 *Jul-Mar.
Resident Subsistence	\$ 7,045,937	\$4,641,294	\$ 644,075	\$4,886,385
Commuter Meal Allowance	625,429	404,909	36,405	370,254
Travel	2,532,610	1,725,226	195,367	1,580,971
Tuition	3,070,388	2,065,117	226,077	2,003,930
Salary	10,519,529	6,508,309	6,599	1,619,066
Training Aids Technology	2,809,703	80,034	47,540	972,957
Totals	\$26,603,596	\$15,424,889	\$ 1,156,063	\$11,433,563

\* \$1,366,104.27 charged to 1992-93 F.Y. Funds.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
<b>Agenda Item Title</b> NEW AGENCY - Pomona Unified School District Police Department		<b>Meeting Date</b> April 21, 1994	
<b>Bureau</b> Training Delivery & Compliance Bureau	<b>Reviewed By</b> Ronald T. Allen <i>RTA</i>	<b>Researched By</b> Bob Spurlock <i>BS</i>	
<b>Executive Director Approval</b> <i>William C. Becken</i>	<b>Date of Approval</b> 3-8-94	<b>Date of Report</b> March 4, 1994	
<b>Purpose:</b> <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><u>ISSUE</u></p> <p>The Pomona Unified School District Police Department is seeking entry into the POST Reimbursable Program on behalf of its peace officers.</p> <p><u>BACKGROUND</u></p> <p>The department's officers are appointed pursuant to Section 830.32(b) of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.</p> <p><u>ANALYSIS</u></p> <p>The police department currently employs 4 peace officers.</p> <p>Fiscal impact for reimbursement of training will cost approximately \$4,000 per year.</p> <p><u>RECOMMENDATION</u></p> <p>The Commission be advised that the Pomona Unified School District Police Department has been admitted into the POST Reimbursement Program consistent with Commission Policy.</p>			

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Public Safety Dispatcher Program</b>		Meeting Date <b>April 21, 1994</b>
Bureau <b>Training Delivery &amp; Compliance Bureau</b>	Reviewed By <b>Ronald T. Allen</b> <i>RTA</i>	Researched By <b>Bob Spurlock</b> <i>BS</i>
Executive Director Approval <i>William C. Balun</i>	Date of Approval <b>3.8.94</b>	Date of Report <b>March 4, 1994</b>
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Acceptance of the Shasta Area Safety Communications Agency (SHASCOM) into the Public Safety Dispatcher Program.

BACKGROUND

The Shasta Area Safety Communications Agency has requested participation in the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525. The agency has expressed willingness to abide by POST Regulations and has passed an ordinance or resolution as required by Penal Code Section 13522.

There are currently 322 agencies participating in the program.

ANALYSIS

The agency presently employs six full-time dispatchers. The agency has established minimum selection and training standards which equal or exceed the standards adopted for the program.

RECOMMENDATION

The Commission be advised that the subject agency has been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Modification to Complaint/Dispatcher Course		Meeting Date April 21, 1994	
Bureau Basic Training Bureau	Reviewed By Everitt Johnson <i>EJ</i>	Researched By Shirley Paulson Dick Reed	
Executive Director Approval <i>Norman C. Behm</i>	Date of Approval 3.31.94	Date of Report March 14, 1994	
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve, subject to the public review process, changes to POST-prescribed minimum hours and curricula regarding Public Safety Dispatcher training?

BACKGROUND

Assembly Bill 546 became law on January 1, 1988. The bill amended Penal Code Section 13510 by adding a subsection (c), which requires that the Commission adopt rules establishing minimum selection and training standards for public safety dispatchers.

An interim training standard based on a review of statewide survey results regarding public safety dispatcher standards was adopted by the Commission after a public hearing on April 21, 1988. The training standard adopted by the Commission was the currently existing POST Complaint/Dispatcher Course, as described in Commission Procedure D-1-7 and incorporated by reference in regulation 1018.

ANALYSIS

The increasingly diverse challenges and service demands expected of law enforcement require that the content, length, and instructional methodologies of public safety dispatchers training be updated. The current course has not been substantially changed since its inception in 1988. POST staff and a Public Safety Dispatcher Advisory Committee, comprised of communication managers, supervisors, and trainers, reviewed the Basic Complaint/Dispatchers Course curricula and concurred that changes to the course were necessary to ensure that the curricula met current training needs.

The following recommendations were proposed by that committee:

1. Change the course title to Public Safety Dispatchers' Basic Course to reflect the actual title referenced in Commission Procedures.
2. Reformat the Public Safety Dispatchers' Basic Course into Learning Domains to maintain consistency with the Basic Course format.
3. Develop a training specifications document and curriculum based on the POST Public Safety Dispatcher Job Task Analysis.
4. Increase the minimum hours from 80 to 120.

This report concurs with the recommendations of the Dispatcher Advisory Committee and proposes to amend Commission Procedure D-1-7 to eliminate the functional area curricula format and adopt the learning domain format. It also proposes that the Commission adopt the document, *Training Specifications for Public Safety Dispatchers' Course*, for incorporation by reference into Regulation 1018. Major changes to the training requirements for Public Safety Dispatchers include:

#### LEARNING DOMAINS

Based on the data collected in the job task analysis, the revised curricula would increase from 10 functional areas to 16 Learning Domains. Required curriculum covering subject areas of Missing Persons, Cultural Diversity/Sexual Harassment/Hate Crimes, Domestic Violence, Resources/Referral Services, Gang Awareness and Department of Justice Telecommunications was added to the course to reflect current training needs.

#### INCREASE IN MINIMUM HOURS

The proposed course revisions emanate directly from the job task analysis conducted by POST staff in 1991. The Public Safety Dispatchers' Course Advisory Committee developed the training specifications and updated the expanded course outline to match the job-related knowledge, skill, abilities, and tasks reflected in the task analysis. Based on the instructional goals and required topics covered within each Learning Domain, the committee recalculated and established the hours needed for each Learning Domain. The intent of the committee was to allow instructors enough time to present currently required material using adult learning strategies and methodologies. Additional time was needed to expand the structural base of classroom instruction while allowing time for student interactive exercises.



The Advisory Committee further recommended a four-hour addition to Professional Orientation to allow adequate time to cover ethical issues. Legal training was reduced by four hours. A new four-hour class on Communication Technology was added to cover the technical aspects of the position. Two hours was added to address mandatory Missing Persons Training (Penal Code Section 13519.1 (b)) and the addition of Domestic Violence added two hours. Community policing issues were added in a four-hour resource training block. Training designed to address the service demands created by the cultural diversity of the California population added sixteen hours to the course. The need for additional training in Critical Incidents added eight hours (See Attachment B).

Proposed Learning Domains and number of hours are:

<u>L/D</u>	<u>TOPIC</u>	<u>RECOMMENDED HOURS</u>		
1.0	Professional Orientation	+4	8	Hours
2.0	Criminal Justice System		4	Hours
3.0	Introduction to Law	-4	12	Hours
4.0	Communication Technology	+4	4	Hours
5.0	Telephone Procedures	+2	12	Hours
6.0	Radio Procedures	+2	12	Hours
7.0	Missing Persons	+2	2	Hours
8.0	Domestic Violence	+2	2	Hours
9.0	Resources/Referral Services	+2	4	Hours
10.0	Cultural Diversity/Sexual Harassment/Hate Crimes	+12	12	Hours
11.0	Gang Awareness	+4	4	Hours
12.0	Overview of Emergency Medical Dispatching		4	Hours
13.0	Stress Management		6	Hours
14.0	Critical Incidents	+8	14	Hours
15.0	Practical Application Activities		12	Hours
16.0	Law Enforcement Telecommunications		6	Hours
EXAMINATIONS			2	Hours
TOTAL			120	Hours

#### TRAINING SPECIFICATIONS

Each Learning Domain includes headings for instructional goals, required topics, minimum hours, test requirements and learning activities. Training Specifications have been developed by staff and the Advisory Committee. The training specifications were intentionally designed to eliminate the need for frequent modification. Necessary changes in the curriculum will be effected through an instructor guide that is currently being developed from the expanded course outline. If the Commission approves, the training specifications would be contained in a new

document, Training Specifications for the POST Public Safety Dispatchers' Basic Course (See Attachment B).

#### LEARNING ACTIVITIES

Learning Activities are designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis. Learning activities are proposed in domains that require the student to demonstrate skill and knowledge.

#### SUMMARY

The changes proposed in this report represent the collective thought of trainers and dispatchers and are consistent with a thorough job task analysis conducted by POST staff. The revised course should substantially improve the preparedness of public safety dispatchers to assume their important duties.

The impact of the proposed changes are substantial, particularly with respect to increased training hours. Because of this significant impact, it is suggested that public input be sought at a public hearing before changes are acted upon.

#### RECOMMENDATION

Approve the setting of a public hearing date for July 21, 1994 Commission meeting to receive testimony concerning the proposed changes to Regulation 1018 and Commission Procedure D-1-7.

Attachment A

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Proposed Regulation

POST ADMINISTRATIVE MANUAL

COMMISSION PROCEDURE D-1

BASIC TRAINING

**Purpose**

**1-1. Basic Training Specifications:** This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(a) of the Regulations which relate to Basic Training. Basic Training includes the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, Specialized Basic Investigators' Course, ~~Basic Complaint/Dispatcher~~ Public Safety Dispatchers' Basic Course, and Coroners' Death Investigation Course.

**Training Requirements Content and Methodology**

**1-2. Requirements for Basic Training ~~Content and Methodology~~:** The minimum standards for basic training are described in sections 1-3 to 1-8. The entire basic course must be completed under the sponsorship of one training presenter unless POST has approved a contractual agreement dividing responsibility for delivering the basic course between two or more presenters. The Law Enforcement Code of Ethics shall be administered to students taking the Regular Basic Course, District Attorney Investigators' Basic Course, Marshals' Basic Course, and Specialized Basic Investigators' Course. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in an incorporated training specification document developed for the course in the document, Training Specifications for the Regular Basic Course July 1993.

**1-3. through 1-6. continued.**

**1-7. Public Safety Dispatchers' Basic Complaint/Dispatcher Course:** ~~The Basic Complaint/Dispatcher Course contains the following Functional Areas and minimum hours. This course provides instruction regarding entry level skills and knowledge to personnel whose duties include receiving emergency calls for service and dispatching law enforcement personnel. With prior POST approval, flexibility shall be granted to adjust hours between functional areas. The terms used to describe testing and training requirements are defined in paragraph 1-7(a). Testing and training requirements are described in paragraph 1-7(b). Testing, training, content, and hourly requirements are provided in detail in Training Specifications for the Public Safety Dispatchers' Basic Course. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).~~

**Functional Areas:**

1.0 Professional Orientation	4 hours
2.0 Administration of Justice	4 hours
3.0 Legal Aspects	16 hours
4.0 Telephone Procedures	10 hours
5.0 Radio Procedures	10 hours
6.0 Dispatch Practicals	
(Role play exercise)	12 hours
7.0 Stress Management	6 hours
8.0 Telecommunications	6 hours
9.0 Basic Emergency Medical	
Services Dispatching	4 hours
10.0 Unusual Incidents	6 hours
— Examinations	2 hours

(a) Definitions of Terms Used to Describe Testing and Training Requirements

- (1) Learning Domain. An instructional unit that covers related subject matter. Each Public Safety Dispatcher Course learning domain is described in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) Instructional Goal. A general statement of the results that instruction is supposed to produce.
- (3) Topic. A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) Test. An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Three types of tests may be used in the Public Safety Dispatchers' Basic Course:
  - (A) POST-Constructed Knowledge Test. A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
  - (B) Scenario Test. A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
  - (C) Exercise Test. Any test other than a POST-constructed knowledge test or scenario test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.
- (5) Learning Activity. An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) Test-Item Security Agreement. An agreement between a training presenter and POST that identifies the terms and conditions under which the training presenter may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) Testing and Training Requirements

- (1) Topics. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, training presenters shall provide appropriate instruction on each required topic.
- (2) POST-Constructed Knowledge Tests. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, POST-constructed knowledge tests may be required in some learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the training presenter, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (3) Scenario Tests. As specified in *Training Specifications for the Public Safety Dispatchers' Course*, scenario tests may be required in some learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field

training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (4) **Exercise Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, exercise tests may be required in some learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (5) **Learning Activities.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, learning activities may be required in some learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (6) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the *Public Safety Dispatchers' Course*. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

1-8. \*\*\*\*

Subparagraph 1-1 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and \_\_\_\_\_\*.

Subparagraph 1-2 adopted and incorporated by reference into Commission Regulation 1005 effective September 26, 1990, and amended January 14, 1994 and \_\_\_\_\_\*.

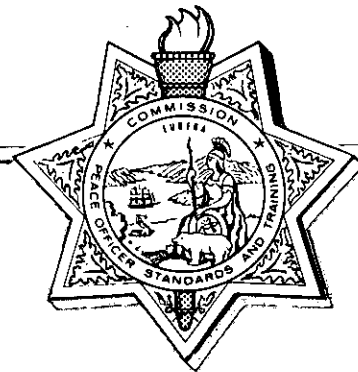
\*\*\*\*\*

Subparagraph 1-7 adopted and incorporated by reference into Commission Regulation 1018 on December 29, 1988, and amended \_\_\_\_\_\*.

\*To be filled in by OAL.

**DRAFT**

# **TRAINING SPECIFICATIONS FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE**



**THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING  
STATE OF CALIFORNIA**

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Norman C. Boehm

Executive Director  
Commission on Peace  
Officer Standards and  
Training

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## FOREWORD

The increasing complexity of the Public Safety Dispatcher's job and the advance of communication technology require that instructional content and teaching methodologies in the Public Safety Dispatchers' Basic Course be routinely updated. Effective initial training is crucial if a Public Safety Dispatcher is to acquire the requisite knowledge, skills, abilities and tasks to provide quality service to the public.

The objective of this document is to identify the instructional goals, required training topics, learning activities, tests and instructional hour standards that comprise the required content of the Public Safety Dispatchers' Basic Course.

We sincerely appreciate the efforts and support of the subject matter experts, core instructors and program coordinators who worked with POST in the development and refinement of these training specifications. We also wish to extend our gratitude to the law enforcement agencies and community colleges who allowed the participation of their communications personnel and instructors in this endeavor.

Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

NORMAN C. BOEHM  
Executive Director

PUBLIC SAFETY DISPATCHERS' COURSE  
CURRICULUM ADVISORY COMMITTEE

RoxAnn Brown  
Stanislaus County  
Sheriff's Department  
Emergency Dispatch

Irene M. Carroll  
San Jose Police Department

Nancy Lynn Cole  
Santa Rosa Police Department

Cherie E. Cruzon  
Riverside Police Department

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Beverly G. Kent  
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Department

Deborah Lovely  
Sacramento Public Safety  
Training Center

Jenny McHenry  
Sacramento Police Department

Judy Ann Warren  
East Bay Regional Parks

Germaine E. Wilson  
Lodi Police Department

Deborah M. James  
Shasta County Communications

## PUBLIC SAFETY DISPATCHER COURSE

The Public Safety Dispatcher Course contains the following Learning Domains and minimum hours.

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
1	Professional Orientation	8 hours
2	Criminal Justice System	4 hours
3	Introduction to Law	12 hours
4	Communication Technology	4 hours
5	Telephone Procedures	12 hours
6	Radio Procedures	12 hours
7	Missing Persons	2 hours
8	Domestic Violence	2 hours
9	Resources/Referral Services	4 hours
10	Cultural Diversity/Sexual Harassment/Hate Crimes	12 hours
11	Gang Awareness	4 hours
12	Overview of Emergency Medical Dispatching	4 hours
13	Stress Management	6 hours
14	Critical Incidents	14 hours
15	Practical Application Activities	12 hours
16	Law Enforcement Telecommunications	6 hours
EXAMINATIONS		2 hours
		<hr/> TOTAL 120 hours

## INTRODUCTION

**General Requirements:** Definitions of terms used to describe testing and training requirements and the requirements for testing and training for the Public Safety Dispatcher Course are described in Commission Procedure D-1-7 as follows:

**1-7. Public Safety Dispatchers' Basic Course:** The terms used to describe testing and training requirements are defined in paragraph 1-7(a). Testing and training requirements are described in paragraph 1-7(b). Testing, training, content, and hourly requirements are provided in detail in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

### (a) Definitions of Terms Used to Describe Testing and Training Requirements

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Public Safety Dispatcher Course learning domain is described in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Three types of tests may be used in the Public Safety Dispatchers' Basic Course:
  - (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
  - (B) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
  - (C) **Exercise Test.** Any test other than a POST-constructed knowledge test or scenario test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.
- (5) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) **Test-Item Security Agreement.** An agreement between a training presenter and POST that identifies the terms and conditions under which the training presenter may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

- (1) **Topics.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, training presenters shall provide appropriate instruction on each required topic.
- (2) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, POST-constructed knowledge tests may be required in some learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the training presenter, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (3) **Scenario Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, scenario tests may be required in some learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (4) **Exercise Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, exercise tests may be required in some learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may

be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (5) **Learning Activities.** As specified in *Training Specifications for the Public Safety Dispatchers' Course*, learning activities may be required in some learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (6) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the Public Safety Dispatchers' Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #1**  
**PROFESSIONAL ORIENTATION**  
November 1, 1994

**I. INSTRUCTIONAL GOAL**

The goal of instruction on **Professional Orientation** is to provide students with an understanding of the role and function of the public safety dispatcher.

**II. REQUIRED TOPICS**

- A. General duties and responsibilities of the Public Safety Dispatcher
- B. Functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison)
- C. Functions of the communication center
- D. Professional demeanor and ethical job behavior
- E. Communicating with the public, co-workers, field personnel and supervisors
- F. Work flow in the communications center, including various sources of complaints, types of complaints and incidents commonly received and how they are processed
- G. Chain of command and organizational structures
- H. Agency policies and procedures as they apply to communications center operations, training and personnel
- I. Career development
- J. Role of the trainer in the communications environment

**III. REQUIRED TESTS**

None



IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on Professional Orientation.

VI. ORIGATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #2**  
**CRIMINAL JUSTICE SYSTEM**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction on the **Criminal Justice System** is to provide students with an understanding of the components of the criminal justice system and its relevance to the public safety dispatcher.

**II. REQUIRED TOPICS**

- A. U. S. Constitution
- B. Law enforcement (local, state and federal)
- C. Courts (municipal, superior, appellate, supreme, federal)
- D. Judges (court judges, hearing officers, referees)
- E. Hearings (preliminary, grand jury, administrative, suppression)
- F. Corrections (city/county jail, state/federal prison, parole, probation, alternative sentencing/diversion)
- G. Arrest dispositions
- H. Dispatcher's importance as first point of contact
- I. Courtroom preparation and testifying

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on the Criminal Justice System.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #3**  
**INTRODUCTION TO LAW**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction on **Introduction to Law** is to provide students with an understanding of California laws as they relate to the job requirements of a Public Safety Dispatcher.

**II. REQUIRED TOPICS**

- A. Definition of a crime
- B. Types of crimes
- C. Corpus Delicti; elements of selected crimes
- D. Probable cause
- E. Concepts of evidence
- F. Confidentiality of communications information/privileged information
- G. Obligation to release "public information"
- H. Civil liability and criminal negligence
- I. Codified law
- J. Case law
- K. Evidentiary value of communications data
- L. Parties to a crime
- M. Court orders
- N. Local ordinances

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** on Introduction to Law.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATION FOR LEARNING DOMAIN #4**  
**COMMUNICATION TECHNOLOGY**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction on **Communication Technology** is to provide students with a basic understanding of the components and technology of communications systems.

**II. REQUIRED TOPICS**

- A. Range and function of equipment required to run a communication center
- B. Monitoring building/station/facility/security systems (e.g., alarms, closed circuit T.V., etc.)
- C. Monitoring and responding to alarm systems
- D. Communications regulations (federal and state)
- E. Audio recorders
- F. Telephone technology (including 9-1-1)
- G. Local computer information systems.
- H. Specialized services (e.g., poison control, language translation services, TDD phone, etc.)

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Communication Technology.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #5**  
**TELEPHONE PROCEDURES**  
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Telephone Procedures** is to provide students with an understanding of the elements of effective telephone communication.

II. REQUIRED TOPICS

- A. Obtaining initial complaint-screening information from victims, witnesses, or personnel from other agencies
- B. Calming emotionally upset citizen
- C. Communicating with persons who are intoxicated, mentally unstable, suicidal, abusive, rude, speech-impaired, very young or elderly citizens
- D. Receiving and handling crank, nuisance, 911, TDD, and non-English speaking callers
- E. Multiple phone calls for assistance
- F. Obtaining full complaint-dispatching information for crimes, traffic incidents or other law enforcement requests, medical emergencies, fire emergencies, safety hazards (e.g., chemical spill, power line down, flooded streets)
- G. Routing complaints and calls for service to the appropriate agency
- H. Complaint/incident classification and prioritization
- I. Transmitting complaint information to radio dispatcher
- J. Initiating telephone number trace
- K. Explaining department procedures and policies, legal procedures to the public



- L. Monitoring and responding to alarm systems
- M. Completing ALI routing sheet (9-1-1 distribution correction form)
- N. Criteria to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property, "cold" response)
- O. Legal requirements for responding to 9-1-1 calls
- P. Reporting 9-1-1 equipment and information problems
- Q. Information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why and how)
- R. Procedures, guidelines and liability issues for advising citizens of actions to take under the following emergency and nonemergency circumstances:
  - 1. Crime incidents
  - 2. Traffic incidents
  - 3. Medical incidents
  - 4. Fire incidents
  - 5. HazMat incidents
- S. Phonetic alphabet
- T. Detecting and interpreting background voices and noises heard over the telephone
- U. Importance of clear voice projection, good diction and proper modulation in telephone communications
- V. Telephone techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- W. Giving clear and accurate directions and instructions on the telephone
- X. Active listening

### III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on Telephone Procedures.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #6**  
**RADIO PROCEDURES**

November 1, 1994

**I. INSTRUCTIONAL GOALS**

The goal of instruction on **Radio Procedures** is to provide students with an understanding of the elements of effective radio/telecommunications.

**II. REQUIRED TOPICS**

- A. Monitoring and responding to radio transmissions from law enforcement field units, fire department field personnel and other public services
- B. Monitoring and responding to telecommunications messages
- C. Monitoring, recording, coordinating and updating status of field units and incidents
- D. Providing requested information to law enforcement field units
- E. Broadcasting officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions)
- F. Dispatching strategies (e.g., geographic considerations, response time, available backup, and agency policies)
- G. Documenting equipment malfunctions
- H. Maintaining status board showing the location of personnel and officers
- I. Effective dispatching techniques and professional radio demeanor
- J. Techniques for managing and prioritizing radio traffic
- K. Radio codes used by different agencies
- L. Types of calls that require more than one field unit

- M. Procedures for broadcasting and responding to potentially dangerous situations (e.g., felony warrants, stolen vehicles, weapons, medical, premise history)
- N. Evaluating dispatch information to determine what actions, personnel and resources are needed by field operations units
- O. Transmitting emergency bulletins by telecommunications links
- P. Circumstances requiring field supervisor notification
- Q. Policies, procedures and regulations that affect the dispatcher's decision-making process
- R. Detecting and interpreting background voices and noises heard over the radio
- S. Importance of clear voice projection, good diction and proper modulation in radio communications
- T. Radio techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- U. Giving clear and accurate directions and instructions on the radio
- V. Officer safety considerations

### III. REQUIRED TESTS

None

### IV. REQUIRED LEARNING ACTIVITIES

None

### V. HOURLY REQUIREMENTS

Students shall be provided with an minimum of **12 hours** on Radio Procedures.

### VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #7**  
**MISSING PERSONS**  
November 1, 1994

**I. INSTRUCTIONAL GOAL**

The goals of instruction on **Missing Persons** are to provide students with:

- A. knowledge of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedure and follow-up actions related to a missing persons case;
- B. an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;
- C. an understanding of the need for sensitivity and effective communication skills when handling a missing person case; and
- D. knowledge of the actions required when a missing person is found.

**II. REQUIRED TOPICS**

The following topics shall be covered:

- A. Background and legislative intent underlying missing person law and regulations
- B. The need for sensitivity during law enforcement handling of missing person cases
- C. Law enforcement's benefits from a proper and effective response to the report of a missing person
- D. Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies
- E. Required call priority and response preference associated with missing person cases
- F. Information needed to assist initial response actions

- G. Methods for locating a missing person and information sources available to investigating personnel
- H. Automated information systems related to missing person cases
- I. Conditions that influence the nature and level of response

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on Missing Persons.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #8**  
**DOMESTIC VIOLENCE**  
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Domestic Violence** is to provide students with an understanding of the legal requirements for responding to reports of domestic violence.

II. REQUIRED TOPICS

- A. Laws relating to domestic violence
- B. Law enforcement's responsibility in responding to a report of domestic violence
- C. The role of the Public Safety Dispatcher in domestic violence calls
- D. Referral agencies

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on Domestic Violence.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #9**  
**RESOURCES/REFERRAL SERVICES**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction on **Resources/Referral Services** is to provide students with a knowledge of resources and referral services available to public safety dispatchers.

**II. REQUIRED TOPICS**

- A. Available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books)
- B. Mutual Aid - definition; purpose; enabling agreements
- C. Notifying or dispatching other public service departments or agencies to an emergency or call for service
- D. Mutual aid communications considerations
- E. Using the media to assist with mutual aid problems
- F. Referral and support agencies
- G. Mapreading/geography

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on Resources/Referral Services.



## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #10 CULTURAL DIVERSITY/SEXUAL HARASSMENT/HATE CRIMES**

**November 1, 1994**

#### **I. INSTRUCTIONAL GOALS**

The goals of instruction on **Cultural Diversity** are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the benefits of valuing diversity both within a law enforcement organization and within the community it serves; and
- D. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural groups. Content is intended to complement locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

The goals of instruction on **Sexual Harassment** are to provide the student with:

- E. an understanding of the nature and historical perspectives associated with sexual harassment;
- F. knowledge of state and federal laws which define sexual harassment;
- G. an understanding of behaviors which constitute sexual harassment;
- H. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and if necessary, how to initiate a sexual harassment complaint; and

- I. an understanding of the state mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

The goals of instruction on **Hate Crimes** are to provide the student with:

- J. knowledge of laws which define a hate crime;
- K. an understanding of the indicators of hate crimes;
- L. knowledge of legal rights of, and remedies available to, victims of hate crimes;
- M. an understanding of the impact of hate crimes on victims, victim's families and the community;
- N. an understanding of elements which comprise an effective law enforcement response to a hate crime.

## II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Definitions of prejudice and discrimination, and the difference between the two
- F. The difference between cultural stereotyping and law enforcement profiling
- G. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- H. Strategies for effective cultural contacts
- I. State and federal laws relating to sexual harassment to include

1. Title VII
2. Government Code Section 12940 et. seq.
3. Concept of "quid pro quo"
4. Concept of hostile work environment
5. Current Case Law

J. Causes of Sexual Harassment

1. Gender Issues
2. Power Issues

K. Examples of Sexual Harassment to include:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual Favors
6. Threats
7. Hostile work environment
8. Force

L. How to respond to a complaint of sexual harassment

M. State-mandated sexual harassment complaint process guidelines

N. Legal remedies and protection from retaliation against complainants of sexual harassment

O. Laws which define a hate crime

P. Indicators that a crime is hate motivated

Q. Legal rights of, and remedies available to, victims of hate crimes

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Students shall be provided with an opportunity to engage in the following learning activity:

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups.
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions.

#### IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on cultural diversity/sexual harassment/hate crimes.

#### VI. ORIGATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #11**  
**GANG AWARENESS**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goals of instruction on **Gang Awareness** are to provide students with:

- A. knowledge of the types of gangs common to California;
- B. an understanding of the reasons why people join gangs;
- C. an understanding of gang culture; and
- D. knowledge of the relationship between gang membership and criminal activity.

**II. REQUIRED TOPICS**

The following topics shall be covered:

- A. Types of gangs and examples
- B. Gang culture
- C. Gang jargon, signs and symbols
- D. Dispatcher's role in enhancing officer safety on gang-related calls

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on Gangs.

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #12**  
**OVERVIEW OF EMERGENCY MEDICAL SERVICES**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction on **Overview of Emergency Medical Services (EMS)** is to provide students with a basic understanding and legal requirements of emergency medical dispatching.

**II. REQUIRED TOPICS**

- A. Organization of the EMS system
- B. EMS terminology
- C. Dispatching other public service unit(s) or ambulance to medical emergencies
- D. Basic medical or EMS complaint dispatching functions within the law enforcement system
- E. Three levels of emergency medical dispatching
- F. Three types of emergency service responders
- G. Five provider levels of emergency services
- H. Liability issues associated with dispatching medical assistance

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **4 hours** of instruction on

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #13**  
**STRESS MANAGEMENT**  
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Stress Management** is to provide students with the ability to recognize the symptoms of stress and how to make use of recognized stress reduction techniques in a dispatcher's working environment.

II. REQUIRED TOPICS

- A. Definition of stress
- B. Types of stress
- C. Symptoms of stress
- D. Sources of stress
- E. Acute and long-term effects of stress
- F. Coping mechanisms
- G. Critical Incident Stress Debriefing (CISD)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Stress Management.

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #14**  
**CRITICAL INCIDENTS**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction on **Critical Incidents** is to provide students with an understanding of the dispatch procedures required in catastrophic or unusual enforcement or emergency situations.

**II. REQUIRED TOPICS**

- A. Types of critical incidents in which the dispatcher might play a critical role (e.g., natural disasters, explosions, earthquakes, HazMat, transportation accidents, etc.)
- B. Resource material available to guide the dispatcher through a critical incident (e.g., call out lists, disaster preparedness manuals, operational guidelines, general orders, policy manuals, DOT Guidebook, etc.)
- C. Emergency Operation Center activation criteria and guidelines
- D. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather).
- E. Incident Command System (ICS)
- F. Field-related critical incidents relating to officer safety (e.g., felony stops, family disputes, SWAT call outs, etc.)

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None



V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **14 hours** of instruction on Critical Incidents.

VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #15**  
**PRACTICAL APPLICATION ACTIVITIES**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction in **Practical Application Activities** is to allow students to apply job-related dispatcher skills, tasks and knowledge in a simulated working environment.

**II. REQUIRED TOPICS**

NONE

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

- A. Given a work simulation activity, the student will receive a telephone complaint regarding at least four of the following:

1. Crime in progress
2. Alarm call
3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident

The student will gather relevant information, maintain control of the conversation, communicate clearly with the complainant, verify details with the complainant and relay the information to the radio dispatcher in a timely and logical manner.

- B. Given a work simulation activity, the student will dispatch a call for service regarding at least four of the following:

1. Crime in progress
2. Alarm call

3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident

The student will dispatch the call using proper radio procedure; radio broadcasting rules, regulations and policy; radio codes, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status up-dates to field units, dispatching cover units, broadcasting dangerous information.

#### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of Practical Application Activities.

#### VI. ORIGINATION DATE

November 1, 1994

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #16**  
**LAW ENFORCEMENT TELECOMMUNICATIONS**  
**November 1, 1994**

**I. INSTRUCTIONAL GOAL**

The goal of instruction in **Law Enforcement Telecommunications** is to provide students with information regarding the use of telecommunications systems and the release of protected information as required by the California Department of Justice and the Federal Bureau of Investigation.

**II. REQUIRED TOPICS**

The following topics shall be covered:

- A. The procedures for making inquiry into law enforcement information systems and the capability of cross referencing the information obtained within these systems for:
  - 1. Wants and warrants
  - 2. Stolen property, including vehicles and firearms
  - 3. Criminal histories
  - 4. DMV information
- B. The statewide information systems directly accessible to California law enforcement agencies.
- C. The state laws and policies for obtaining, verifying, and disseminating telecommunication information including restricted and unrestricted information.
- D. The procedures for making input into law enforcement information systems.

**III. REQUIRED TESTS**

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Law Enforcement Telecommunications.

VI. ORIGINATION DATE

November 1, 1994

PROPOSED REGULATION

**1018. Public Safety Dispatcher Programs**

(a) - (c)(3) continued.

(d) Minimum Training Standards for Public Safety Dispatchers.

Every public safety dispatcher shall satisfactorily complete the POST-certified Public Safety Dispatchers' Basic ~~Complaint/Dispatcher~~ Course as set forth in PAM Section D-1-7 before or within 12 months after the date of appointment, reclassification or transfer to a public safety dispatcher position.

(e) - (f) continued.

PAM Section D-1-7 adopted effective December 29, 1988 and amended \_\_\_\_\_ \* is herein incorporated by reference.

PAM Section F-5 effective June 5, 1991 is herein incorporated by reference.

The document, *Training Specifications for the Public Safety Dispatchers' Basic Course* adopted effective \_\_\_\_\_ \* is herein incorporated by reference.

\*To be filled in by OAL.

Authority cited: Sections 13503, 13506 and 13510, Penal Code.

Reference: Section 13510, Penal Code.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title Proposed Changes to Peace Officer Chemical Agent Training Requirements		Meeting Date April 21, 1994	
Bureau Basic Training Bureau	Reviewed By <i>EJ</i> Everitt Johnson	Researched By Lou Madeira	
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval 3-24-94	Date of Report February 25, 1994	
Purpose:  <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><u>ISSUES</u></p> <ol style="list-style-type: none"> <li>1. Should the Commission approve, subject to the public review process, changes to POST prescribed curricula regarding Chemical Agent Training for Peace Officers, and</li> <li>2. Should the Commission modify its policy concerning the eligibility of presenters to provide this instruction?</li> </ol> <p><u>BACKGROUND</u></p> <p>As required by Penal Code Section 12403, peace officers must complete an approved course of instruction before they can lawfully possess and use a tear gas device. POST was given the statutory authority to prepare a course of instruction, and the California Department of Justice (DOJ) was designated the authority to regulate the types of devices which can be carried within the state.</p> <p>In response to this legislation, the Commission approved an 8-hour Chemical Agents for Peace Officer Course at its October 1969 meeting. Program content and structure has remained unchanged since that time. The terminology "chemical agent", rather than "tear gas", was deliberately used because it more correctly described the tear-producing irritant substances contained in these products. None of the authorized substances are "gases" in the correct scientific use of the term.</p> <p>The Commission also established a policy limiting presentation of this course to basic course presenters, community colleges certified to instruct police science courses, and local offices of the Federal Bureau of Investigation (FBI).</p> <p>Since 1969, a number of developments have occurred which suggest the need to update course content, modify course structure, and broaden the eligibility to present instruction. Among these developments are:</p>			

1. The need to update the course to include detailed instruction regarding more powerful and reliable chemical agent substances currently available to peace officers (e.g. the Oleoresin Capsicum (OC) pepper spray). Although POST has previously developed and disseminated training guidelines on this product to the field, training should also be included in an updated program.
2. Recognition that many peace officers (e.g. specialized investigators), because of the limited scope of their duties, are not involved in riot control activities or deployment of tactical chemical agents (e.g., grenades, projectiles, etc.). Their job responsibilities limit the training need to instruction regarding aerosol chemical agents which are used for self-defense or to overcome resistance when making an arrest. As currently constructed however, the course does not acknowledge this fact and subsequently mandates instruction in all chemical agent categories and delivery systems to all students.
3. Recognition that virtually all law enforcement agencies who utilize chemical agents in tactical emergencies and riot control situations delegate the responsibility for deployment to supervisors, specially trained officers, or members of tactical teams. The training need for line officers is limited to an awareness of available chemical agents, detailed training regarding chemical agent aerosols and instruction regarding the safe and effective use of a gas mask in a chemical agent environment.
4. Since citizens, upon completion of a DOJ-approved training course, may now possess chemical agent aerosols for self defense, many entities have emerged which are capable of delivering professional instruction related to chemical agents. This includes a variety of law enforcement agencies who have been routinely training citizens, but are not presently eligible to provide instruction to their own officers.

As a result, staff has developed a modularized Chemical Agent for Peace Officers Program which more effectively addresses the prevailing training needs. Additionally, staff is proposing a modification in the Commission policy regarding eligibility to present this training.

#### ANALYSIS

#### **PROPOSED COURSE CONTENT**

The updated Chemical Agent for Peace Officers curriculum would be comprised of the following modules and general topics:



**Chemical Agents for Peace Officers**  
(Penal Code Section 12403)

Module A (4 Hours)

- A. Evolution of Chemical Agents
- B. Legal Aspects of Chemical Agents
- C. Types of Chemical Agents
- D. Orientation to Chemical Agent Delivery Methods
- E. Aerosol Chemical Agent Deployment Tactics
- F. Care and Maintenance of Aerosol Chemical Agent Devices
- G. Disposal of Aerosol Chemical Agent Devices
- H. Practical Application

Module B (2 hours)

- A. Use of Gas Masks
- B. Practical Application

Module C (4 hours)

- A. Deployment of Tactical Chemical Agent Munitions
- B. Scene Decontamination
- C. Practical Application

Modules would be included in basic courses and other certified programs depending upon the prevailing training need. Modules A and B are proposed to be included in the POST Regular Basic Course within Learning Domain 35 (Firearms/Chemical Agents). Modification of the document Training Specifications for the Regular Basic Course (1993) to implement this change is discussed in a separate agenda item.

Similarly, only module A would be necessary within the Basic Specialized Investigator Course (BSIC). A proposal to implement this change will be brought to the Commission later this year when that program is updated.

Module C would be offered independently to those peace officers who need instruction regarding the deployment of tactical chemical agent munitions. Content of this module specifically adds instruction regarding scene decontamination. Although this subject matter was not previously included, it is viewed as being of critical importance to law enforcement agencies and directly related to the mitigation civil liability arising from deployment of tactical chemical agent munitions within occupied areas.

Content of all modules reflects the latest information available from subject matter experts, academy instructors, law enforcement tactical team members and the FBI. The full curricula for each of the modules is contained in Attachment A.

## PROPOSED AUTHORIZATION FOR COURSE PRESENTATION

As discussed above, the Commission previously limited presentation of chemical agent training to basic course presenters, community colleges certified to instruct police science courses, and local offices of the Federal Bureau of Investigation (FBI). Penal Code Section 13514 however, specifically empowers the Commission to authorize presentation of this program by any agency or institution engaged in the training or instruction of peace officers (e.g. a law enforcement agency).

Commission action to "approve" presenters, rather than require individual certification would be consistent with current practice concerning this subject. Such an approach will continue to obviate the need for individual certification requests and avoids cumbersome tracking of individual course rosters and other documents.

As a result, it is proposed that the Commission modify this policy to "approve" presentation of this program by any presenter described in Penal code Section 13514, so long as the presenter abides by the following conditions:

1. The presenter adheres to the POST-prescribed curriculum
2. Training is provided by an instructor who has completed a POST-certified Chemical Agent Instructor Course, or its equivalent, which is at least 24 hours in duration; and
3. The instructor obtained supplemental training regarding the Oleoresin Capsicum (OC) agent, if this subject was not included in their Chemical Agent Instructor Course; and
4. Training by POST-certified presenters is conducted in accordance with the safety management recommendations detailed in the document *POST Guidelines for Student Safety in Certified Courses*.

There are presently four Chemical Agent Instructor courses certified by POST. Staff plans to meet with these presenters in the next few months to routinely review and standardize the curricula for these programs and to update course content to conform to the changes proposed herein.

## RECOMMENDATIONS

1. Adopt the proposed changes to course content and structure for Commission Regulation 1081(a)(4) as detailed in Attachment B.

If the Commission adopts the recommended course hours and curriculum changes, it is recommended that the abbreviated public hearing process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law.

2. Expand the Commission policy relating to course presentation eligibility as proposed.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
PROPOSED REGULATION

1081. Minimum Standards for Legislatively Mandated Courses

(a)(1) - (a) (3) continued.

- (4) Chemical Agents for Peace Officers - 8-Hours  
(Penal Code Section 12403) (~~Requirement satisfied by the Basic Course~~)

~~Exceptions: Chemical Agent Training for California Youth Authority Field Parole Agents and local field probation officer, as described in P.C. Section 830.5 shall be the training prescribed in P.C. Section 12403.7 and certified by the Department of Justice.~~

- ~~(A) Legal and Ethical Aspects  
(B) Chemical Agents Familiarization  
(C) Medical and Safety aspects (First Aid)  
(D) Self Protection  
(E) Use of Equipment  
(F) Simulations and Exercises~~

Module A (4 Hours)

- (A) Evolution of Chemical Agents  
(B) Legal Aspects of Chemical Agents  
(C) Types of Chemical Agents  
(D) Orientation to Chemical Agent Delivery Methods  
(E) Aerosol Chemical Agent Deployment Tactics  
(F) Care and Maintenance of Aerosol Chemical Agent Devices  
(G) Disposal of Aerosol Chemical Agent Devices  
(H) Practical Application

Module B (2 hours)

- (A) Use of Gas Masks  
(B) Practical Application

Module C (4 hours)

- (A) Deployment of Tactical Chemical Agent Munitions  
(B) Scene Decontamination  
(C) Practical Application

Modules A and B, included in the Regular Basic Course, satisfy the training requirements of PC 21403 for all peace officers who will be using aerosol chemical agents and who are expected to use a gas mask in a chemical agent environment. Module A satisfies the training requirements of PC 12403 for any peace officer whose training need is limited to carrying aerosol chemical agent devices. Module C satisfies the training requirements for peace officers who are responsible for the deployment of tactical chemical agent munitions.

# ***CHEMICAL AGENTS FOR PEACE OFFICERS***

***POST Prescribed Curricula  
Developed Pursuant to  
Penal Code Section 12403***

# CHEMICAL AGENT TRAINING FOR PEACE OFFICERS

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# CHEMICAL AGENT TRAINING FOR PEACE OFFICERS

## MODULE A

Minimum Required Instructional Time: 4 Hours

### CURRICULUM

#### I. EVOLUTION OF CHEMICAL AGENTS

NOTE: A comprehensive list of significant dates and information regarding the evolution of chemical agents is included in the Supporting Materials Section of POST Basic Instructor Unit Guide #35 (Firearms/Chemical Agents)

1. Non-lethal chemical agents have existed for thousands of years.
2. The first recorded uses of chemical agents occurred 2300 years ago.
3. About 311 B.C., Chinese armies of the time used stink pots during frontal assaults against their enemy. The stink pots were red pepper burned in oil. This created an irritating and choking smoke. The stink pots, if the wind was blowing the right direction and the wind velocity was the right speed, generated an irritating and suffocating smoke.
4. In 1959 the U.S. Army declassified CS and used it as a riot control agent (RCA).
5. In 1965 General Ordinance Equipment Corporation introduced "Mace" which was the first hand-held aerosol chemical agent.
6. On January 1, 1969 the California Tear Gas Act went into effect. It addressed sale, transportation, use of chemical agents and established chemical agent training standards.
7. In 1982 Oleoresin Capsicum was introduced into law enforcement by Lucky Police Products.

## II. LEGAL ASPECTS OF CHEMICAL AGENTS

### A. State laws

#### 1. Laws pertaining to possession and use of chemical agent products

- a. California law requires that all persons who purchase, possess or use any "tear gas" product complete an approved course of instruction.

NOTE: The term "tear gas" is specifically used in statutory law. This term, however, is actually incorrect because none of the substances described are gases in the scientific sense of the word. The term "chemical agent" more properly describes the substances described herein all of which are actually particulate matter or liquid derivatives.

- (1) The authority to establish training standards for peace officers has been designated to California Commission on Peace Officer Standards and Training (POST). (Penal Code Section 12403)
- (2) The authority to establish training standards for citizens has been designated to the California Department of Justice (DOJ). (Penal Code Section 12403.7)
- (3) It is a misdemeanor to possess tear gas in the State of California if the possessor is not certified by the state to carry tear gas. (Penal Code Section 12420)
- (4) Security guards must complete a course of instruction approved by POST in order to carry chemical agents. He/she may use chemical agents for defensive purposes only in the scope of the activity he/she has been hired for. (Penal Code Section 12403.5)
- (5) No person, including peace officers, shall take chemical agents into a jail or prison, or adjacent to a jail or prison, without the approval of the facility commander. (Penal Code Section 12404)



- (6) Civilians may obtain chemical agent certification in one of three ways:
  - (a) Attend a class (minimum two hours) and pass a written and practical application test.
  - (b) At the point of sale pass a written test provided by the Department of Justice and pass a practical application test.
  - (c) Watch a DOJ movie for civilian use and pass a practical application test.
  - (d) A fee may be charged by the seller for the training and a fee must be paid to the Department of Justice for the certification. (Penal Code Section 12403.7)

b. Tear gas products cannot be possessed by:

- (1) a convicted felon (Penal Code Section 12403.7)
- (2) a person convicted of a crime involving an assault (Penal Code Section 12403.7)
- (3) a person convicted of misuse of tear gas (Penal Code Section 12403.7)
- (4) a person who is addicted to any narcotic drug (Penal Code Section 12403.7)
- (5) a minor (Penal Code Section 12403.8)
  - (a) In this section, a minor is described as a person "under the age of 18", however:
  - (b) a person between the ages of 16 and 18 may only possess tear gas:
    - 1) if they complete a course of instruction, and
    - 2) sign an affidavit stating they will use the tear gas only for self defense purposes, and

- 3) have written permission from a parent or guardian.
  - c. Under the law, citizens may use tear gas for self defense purposes **only**. "Self defense" means defense of yourself or others. (Penal Code Section 12403.7)
  - d. Under the law, peace officers may use tear gas in a variety of other situations in addition to self defense. (Penal Code Sections 835a and 12403) Examples include but are not limited to:
    - (1) crowd and riot control
    - (2) overcoming resistance
    - (3) affecting an arrest
    - (4) preventing escape
2. Laws regulating chemical agent products
- a. The California Department of Justice has been designated the responsibility for determining which types and sizes of tear gas products may be lawfully possessed. (Penal Code Section 12403.7B)
  - b. Products authorized for possession by citizens must contain a label that states "WARNING - The use of this substance or device for any purpose other than self defense is a felony under the law. The contents are dangerous - use with care."
  - c. Every tear gas container or tear gas weapon (manufactured after January 1, 1984) approved for civilian possession must have a label that discloses the date on which the useful life of the product expires.
  - d. Each tear gas product (including all munitions used by law enforcement agencies) shall bear the name of the manufacturer and a serial number. (Penal Code Section 12421)
  - e. Any person who changes, alters, removes or obliterates the name of the manufacturer, the serial number or any mark of identification on a tear gas product is guilty of a felony.

Possession of any such weapon shall be presumptive evidence that the possessor has changed, altered or obliterated the same. (Penal Code Section 12422)

- f. OC (oleoresin capsicum) devices which have not been approved by the Department of Justice and are sold as animal repellents are considered an economic poison. As such, they are regulated by the Food and Agricultural Code and may be illegal to possess.

B. Federal laws

- 1. Carrying or placing a tear gas device on an aircraft is a violation of federal law.
  - a. Civil penalty - up to a \$1000 fine levied by the Department of Transportation
  - b. Criminal penalty (for willful placement) - up to five years in federal prison and a \$25,000 fine or both
- 2. Federal law enforcement officers can carry, possess and use tear gas in the state of California for the official discharge of their duties and are not restricted by California statutes. (Penal Code Section 12403.1)

### III. TYPES OF CHEMICAL AGENTS

#### A. Major types of chemical agent substances

1. CN (chloroacetophenone)
2. CS (ortho-chlorobenzalmalononitrile)
3. OC (oleoresin capsicum)

#### B. CN agents

##### 1. Description and characteristics

- a. Commercial color code - red
- b. Classification - lacrimator/lachrymator (tearing agent)
- c. Odor - sweet (similar to apple blossoms)
- d. Chemical makeup
  - (1) an organic compound
  - (2) In its pure form, it is a white, crystalline solid similar to talcum powder.
  - (3) Particles are one-half the thickness of a human hair.
- e. Types
  - (1) Chloroacetophenone - a solid form used in grenades and projectiles
  - (2) Ethylbromacetate - liquid form used in aerosol devices

##### 2. Physiological effects

- a. Irritation to the nose and throat (usually occurring within one to two seconds)
- b. Profuse tearing
- c. Burning sensation to the skin, especially if hot and perspiring
- d. Closure of eyes (usually occurring within one to two seconds)

3. Psychological effects

- a. CN is the mildest of the chemical irritants and has the least psychological impact.
- b. Anxiety can be caused by the level of discomfort
- c. Effects can differ depending upon the compounds that the CN is mixed with (e.g., cosmetic kerosene used as a carrying agent).

4. Decontamination

- a. A person should be exposed to fresh air.
- b. The affected area can be flushed with water.
- c. No salves, ointments or moisturizing agents should be spread over an affected area as this could bond the irritant particles to the skin causing a chemical burn.
- d. Approximately one in every one thousand people will have an allergic reaction. The degree of reaction can vary significantly.
- e. If the physical effects of exposure to CN do not begin to diminish after decontamination measures are employed, medical attention should be obtained.

NOTE: Clothing can become contaminated as a result of use of the agent. As a result, it may be necessary to decontaminate the clothing by regular washing.

Officers using a chemical agent may themselves become contaminated as a result of handling an exposed subject. As a result, officers should avoid rubbing their eyes or nose and should wash their hands as soon as possible.

C. CS agents

1. Description and characteristics

- a. Commercial color code - blue

- b. Classification - irritant (also a lachrymator/lacrimator)
- c. Odor - pungent (pepper-like)
- d. Chemical makeup
  - (1) In its pure form, it is a fine, yellowish powder.
  - (2) Particles are about one to ten microns in size. (smaller than CN in its pure form)

2. Physiological effects

- a. Irritation to the nose and throat
- b. Profuse tearing
- c. Closure of the eyes
- d. Mucus flow/nasal drip
- e. Heavy salivation
- f. Stings soft body tissue/abrasions
- g. Tightness in chest/coughing

3. Psychological effects

- a. Anxiety
- b. Panic
- c. Disorientation

4. Decontamination

- a. A person should be exposed to fresh air.
- b. The affected area can be flushed with water.
- c. No salves, ointments or moisturizing agents should be spread over an affected area as this could bond the irritant particles to the skin causing a chemical burn.
- d. There is no record of an allergic reaction to CS. A person could have an allergic reaction, however, to the carrying agent.

- e. If the physical effects of exposure to CS do not begin to diminish after decontamination measures are employed, medical attention should be obtained.

NOTE: Clothing can become contaminated as a result of use of the agent. As a result, it may be necessary to decontaminate the clothing by regular washing.

Officers using a chemical agent may themselves become contaminated as a result of handling an exposed subject. As a result, officers should avoid rubbing their eyes or nose and should wash their hands as soon as possible.

#### D. OC agents

##### 1. Description and characteristics

- a. Commercial color code - black
- b. Classification - inflammatory agent
- c. Odor - pungent (pepper)
- d. Chemical makeup
  - (1) Concentration of capsaicin which is naturally found in cayenne peppers or synthetically manufactured
  - (2) May appear as a clear, amber or heavy dark red liquid depending upon the manufacturer.
  - (3) The agent is suspended in several types of solutions which act as carriers and are expelled by freon or similar type of propellant.

##### 2. Physiological effects

- a. Severe twitching of the eyes
- b. Involuntary closure of the eyes
- c. Respiratory inflammation /shortness of breath
- d. Coughing

- e. Gagging sensation
  - f. Exposed skin inflammation (redness, burning sensation)
  - g. Temporary loss of upper body motor control
  - h. Temporary paralysis of the larynx
3. Psychological effects
- a. Disorientation
  - b. Anxiety
  - c. Panic
4. Decontamination
- a. A person should be exposed to fresh air.
  - b. The affected area can be flushed with water.
  - c. Ice can be applied to exposed skin surfaces
  - d. Soap (non oil-based) and water can be used to cleanse the affected areas
  - e. No salves, ointments or moisturizing agents should be spread over an affected area as this could bond the inflammatory resin to the skin causing continuing discomfort.
  - f. If the physical effects of exposure to OC do not begin to diminish after decontamination measures are employed, medical attention should be obtained.

NOTE: Officers using a chemical agent may themselves become contaminated as a result of handling an exposed suspect. As a result, officers should wash their hands thoroughly and avoid rubbing eyes, nose etc.



#### IV. ORIENTATION TO CHEMICAL AGENT DELIVERY METHODS

A. There are four ways in which chemical agents can be delivered. They are:

1. Pyrotechnics

a. Pyrotechnics is the burning of granulated chemical agent and a pyrotechnic mix to vaporize the agent and release it as a submicron aerosol cloud.

b. Also referred to as continuous discharge

2. Blast dispersion

a. Blast dispersion is the use of explosives or other force to eject micropulverized chemical agent into the air.

b. Also referred to as instantaneous discharge or bursting

3. Fogging

a. Fogging is the use of hot gases to vaporize a liquid chemical agent formulation which is subsequently released as a fog cloud.

b. Deployment devices are commonly referred to as "Pepper Foggers"

4. Liquid/aerosol

a. The use of an expelling force to project a liquid/aerosol chemical agent formulation to a desired target

b. This is the most common method used by law enforcement.

V. AEROSOL CHEMICAL AGENT DEPLOYMENT TACTICS

A. Carrying the hand-held aerosol chemical agent device

1. Your chemical agent may be carried on either the strong hand or weak hand side.

NOTE: Students should be advised that placement of the device on their utility belt may be governed by individual department policies.

2. Placement on the weak side allows for immediate (no obstruction) access to a firearm when needed.
3. Placement on the strong side allows the device to be concealed from the suspect's view when the officer is standing in a position of interview.
4. When working in plain clothes, the device should be carried in such a position as to be easily accessible when needed, while minimizing the potential for an accidental discharge.
5. Many different holsters are now available. It is important that the canister fits properly into holster and is readily removable.
6. It is important to develop the skill to easily re-holster and secure the device.

B. Deploying the hand-held aerosol chemical agent device

1. It may be tactically advantageous to conceal the device from the suspect's view until it is actually used.

NOTE: Instructors should be aware that display of the device before use may be a matter addressed by individual department policies.

2. After being withdrawn from the holster, the device needs to be rightside up in order to discharge properly and prevent loss of the propellant.
3. Hand-held chemical agent devices should be used at distances between 3 and 10 feet.

NOTE: Most hand-held chemical agent devices have a **maximum** effective range of approximately 8 to 10 feet. Some

products have an effective range considerably under this distance. It is important for students to be aware of the capabilities of the device they are actually going to carry.

4. All devices are effected by the elements (i.e. wind, rain, temperature). These factors must be taken into account before use.

5. The target for all hand-held aerosol devices is the face of the suspect.

NOTE: Obvious care should be taken to avoid spraying nearby officers or bystanders

6. Officers should be prepared to dodge the attacker after application.

NOTE: No device is 100% effective. A determined assailant may be able to overcome the physical effects.

7. The officer must be prepared to take tactical advantage by engaging the suspect (e.g. controlling, handcuffing, etc.) when the suspect is effectively impaired. This opportunity may occur immediately, or may take several seconds after the agent is used.

8. Each person may react differently to a chemical agent exposure. (e.g. some may flee, some may attack, some may appear unaffected, etc.) Effects vary depending upon psychological makeup, physical condition, level of intoxication, degree of exposure to the agent, etc. The same person may, in fact, react differently on different occasions.

9. Officers must be prepared to use other force options, as appropriate, if the subject is not affected by the agent.

10. Officers must be prepared to get some of the chemical on them during or after use of the product. It is important for officers to know how they will personally react to any agents they intend to carry.

11. CN and CS products are unlikely to work on animals. OC based chemical sprays, however, will usually work on animals. Some animals (e.g. trained attack dogs) may not be affected.

## VI. CARE AND MAINTENANCE OF AEROSOL CHEMICAL AGENT DEVICES

### A. Storage of hand-held aerosol chemical agent devices

1. Devices should be stored in areas that do not exceed 120 degrees.
2. At temperatures exceeding 120 degrees, the aerosol may expand and the container may explode releasing its contents.

### B. Devices should be checked for leaks periodically.

NOTE: The frequency of inspection may be governed by individual department policies, however, the inspections should be frequent enough to ensure that the product will operate effectively when needed.

### C. Inspections of hand-held aerosol chemical agent devices should include:

1. Exterior canister
2. Trigger/activation mechanism
3. Seams and seals
4. Expiration dates
5. Nozzle (e.g. for obstructions, blockages)
6. Sufficiency of the remaining contents

NOTE: Individual department policies may dictate when canisters should be replaced. Some devices are equipped with measuring devices on the exterior of the canister to assist with this determination.

### C. Devices should be maintained according to the manufacturers instructions.

## VII. DISPOSAL OF AEROSOL CHEMICAL AGENT DEVICES

- A. To dispose of an aerosol chemical agent device:
1. It should be emptied of carrier and agent.
  2. The device should then be pulled apart. The triggering mechanism removed from the body, wrapped in paper and placed in the trash.

NOTE: Disposal protocols may be a matter of individual department policies. Officers should be cautioned to check their department policy before disposing of any products. Some departments require that the empty device be returned to the agency in order to receive a replacement.

- B. An empty aerosol chemical agent device should not be left in an area accessible to children or untrained individuals.

VIII. PRACTICAL APPLICATION (Learning Activity 13.35.01)

A. Objectives of the field exercise

The objectives of the field exercise are to provide students with an opportunity to:

- a. Experience the effects of a non-lethal aerosol chemical agent
  - b. Demonstrate proper tactics for deploying a hand-held aerosol chemical agent device
  - c. Demonstrate personal decontamination techniques
- B. The instructor should identify each chemical agent to be deployed, its effects, and other relevant information.
- C. The instructor should explain the method of deployment to be used.
1. Show examples of the chemical agents to be used.
  2. Instructors should demonstrate proper deployment techniques.
  3. Inert devices may be employed during the demonstration phase
- D. When deploying chemical agents, the following environmental conditions should be considered:
1. Wind
  2. Target distance
- E. Decontamination of persons exposed to non-lethal aerosol chemical agents
1. Remove the person from the contaminated area
  2. Expose the person to fresh air
  3. Flush the exposed area with cold water
  4. Avoid the use of soap or oil based products to clean the skin
  5. If symptoms persist, seek proper medical attention

- F. Student preparation for exposure to hand-held aerosol chemical agents
  - 1. Proper clothing
  - 2. Removal of glasses/contact lenses
  - 3. Removal of heavy make-up
- G. Management of student safety
  - 1. Guidelines for the presentation of chemical agent training are identified in the document *POST Guidelines for Student Safety in Certified Courses*
  - 2. POST requires each presenter of chemical agent training to develop specific safety rules particular to each training site and specific to the particular task being performed by students. These rules should be reviewed with students before any practical application occurs.

## CHEMICAL AGENTS TRAINING FOR PEACE OFFICERS

### MODULE B

Minimum Required Instructional Time: 2 Hours

#### IX. USE OF GAS MASKS

##### A. Origin of Gas Masks

1. In 1915, the British developed and issued the first type of gas mask for protection against chlorine gas deployed by the German Army in France.
2. Original masks consisted of a cotton pad of sufficient size to cover a person's mouth and nostrils. These masks were secured in position by strings which were tied behind the head. The pad was soaked in a solution of soda ash (sodium bicarbonate) which reacted with the chlorine gas.
3. A short time later, a crude helmet mask was developed which consisted of chemically impregnated cloth sacks.
4. Next came a box respirator-type mask consisting of a canister connected to a face piece with a hose. The face piece was equipped with a rubber mouthpiece and a nose clip.
5. This mask was followed by the American Tissot Mask which is similar to the box respirator mask, except that the canister was carried in a canvas sack worn over the user's shoulder.
6. The most efficient mask was developed by the Germans, and with some improvements, is essentially the same type of mask in use today. This type was referred to as the "snout-type" mask.
7. The U.S. military also developed their own line of similar masks. Designated as the M-9 through M-17



series, they are the masks most commonly used by civilian law enforcement agencies.

## B. Basics of a Gas Mask

1. A modern day gas mask has three essential components:

- a. A lens which allows a good field of vision.

NOTE: A mask should be evaluated for the amount of peripheral vision it will allow. This can be tested by having the user extend their arms outward while wearing the mask to determine how much can be seen without physically having to move their head. Good peripheral visibility is desirable.

- b. A surface that covers the face sufficiently to enclose the mouth, nostrils, and eyes while permitting a good seal.

- c. A filtering device which filters out solid particles and micro-droplets of chemical agents

NOTE: The filter will not filter out smells, but will filter out solid particles and liquid droplets. Most law enforcement filters will not filter out true gases (e.g. carbon monoxide) or chemical gases present in locations such as clandestine drug laboratories.

Likewise, these masks do not provide a oxygen source and are thus ineffective when the oxygen level in the environment is below the amount necessary to sustain life.

## C. Gas mask filters and canisters

1. Self-contained oxygen breathing apparatus were first developed for industrial use in 1854, but were both cumbersome and expensive.
  - a. Today, all industrial gas masks (respirators) must be capable of at least five hours of use against toxic gases.
  - b. This industrial mask should not be confused

with law enforcement gas masks which are specifically designed to provide protection against chemical agents.

2. Mechanical filters were developed to remove minute particles from the air. The use of activated charcoal, mechanically strong soda lime, and other absorbents are the basis for present day gas masks.
  - a. There is a filter available for every known toxic gas
  - b. The types of filters used in law enforcement gas masks are not intended for use around toxic gases
  - c. There must be sufficient oxygen present in the contaminated atmosphere to support life (approximately 19%). If the oxygen content falls below 16%, a person cannot survive.
  - d. There are many masks and filtering canisters still around that are not capable of filtering CS. Filters made after 1960 for military use will filter CS particles.
3. Life and storage of filters
  - a. There is no way to pre-determine the life of a filter because life is directly dependent upon individual usage and storage.
  - b. Most filters in use today will normally last for several years.
  - c. On canister-type filters, there will be gradual deterioration, unless the canister has been fractured, punctured, or broken.
  - d. With proper care, a filter can last almost indefinitely.
  - e. Filters should be stored sealed in a cool, dry location.

D. Pre-use inspections

1. Check the appearance of the entire mask for damage
2. Check for missing, cracked or scratched lenses

3. Check the condition of intake and exhaust valves/covers
4. Check for worn or broken head straps
5. Check for appropriate filter and expiration date, if known.
6. Check to see if mask is appropriate size, if applicable

E. Fitting the mask

1. Loosen all adjusting straps
2. Place chin in mask chin rest
3. Raise head harness over back of the head
4. Tighten head straps as appropriate from bottom to the top
5. Check for air tight fit by completely blocking air intakes with palms of the hands, inhaling deeply, and holding breath for 10 seconds. If the mask pulls against the face and remains there while holding the breath, proper fit is indicated
6. If proper fit does not occur, repeat the tightening of the head harness. If leaks continue, inspect mask and replace if necessary

F. Clearing the mask

1. To clear the mask, cover exhaust valve outlets and blow out vigorously several times
2. Have each student demonstrate and practice masking, clearing and removing

G. Cleaning the mask

1. Gas masks should be cleaned at least twice per year if handled on a regular basis and after each exposure.

NOTE: Newer types of masks (e.g. non-rubber composition) are now available which require special care and servicing. Instructors should refer students to the manufacturers instructions.

Routine cleaning procedures for most masks involve the following steps:

- a. Remove the filter(s)
- b. Wash the mask with mild soap and water or dip the mask into a one percent solution of calcium hypochloride.
- c. Rinse thoroughly with warm to hot water
- d. Dry thoroughly with warm to hot air current
- e. Inspect for any chemical agent residue
- f. Reclean, if necessary
- g. Replace filter(s)

H. Storage of the mask

1. Inspect mask at least twice each year to verify that it is serviceable
2. If mask is found to be defective, it should be repaired or replaced
3. The mask should be stored in container which protects it from the elements (heat and moisture)

X. PRACTICAL APPLICATION (Learning Activity 13.35.02)

A. Objectives of the field exercise

The objectives of the field exercise are to provide students with an opportunity to:

1. Properly use a gas mask in an actual chemical agent environment
2. Experience the effects of a non-lethal riot control agent
3. Demonstrate personal decontamination techniques
4. Be oriented to the types of riot control agents, tactical agents, and deployment systems commonly utilized by law enforcement agencies

B. Conducting the field exercise

1. The instructor should identify each chemical agent demonstrated, its effects, and its color code or numerical identifier
2. The instructor should explain the methods of deploying chemical agents
  - a. Show examples of chemical agents in grenades
  - b. Show examples of chemical agents in projectiles and various launching devices
  - c. The instructor should discuss other delivery options (e.g., pepper fogger), if not available for demonstration.
3. The instructor should demonstrate the deployment of chemical agents
  - a. Demonstrate how to activate and throw grenades
  - b. Demonstrate how to load a launcher and fire a projectile
4. Prior to deploying chemical agents, the following environmental conditions should be discussed with students:
  - a. Effect of Wind

- b. Thermal turbulence
- c. Mechanical turbulence

NOTE: Instructors should emphasize that escape routes are necessary when riot control agents are deployed

- 5. Decontamination of persons exposed to riot control chemical agents
  - a. Remove from contaminated area
  - b. Expose the person to fresh air
  - c. Flush exposed area with cold water
  - d. Avoid the use of soap or oil based products to clean the skin
  - e. If symptoms persist, seek proper medical attention
- 6. Student preparation for exposure to chemical agents
  - a. Proper clothing
  - b. Removal of glasses/contact lenses
  - c. Access to a serviceable gas mask
- 7. Managing student safety
  - a. Guidelines for the presentation of chemical agent training are detailed in the document *POST Guidelines for Student Safety in Certified Courses*
  - b. POST requires each presenter of chemical agent training to develop specific safety rules particular to each training site and to the particular task being performed by students. These rules should be reviewed with students before any practical application occurs.

## CHEMICAL AGENTS TRAINING FOR PEACE OFFICERS

### MODULE C

Minimum Required Instructional Time: 4 Hours

#### XI. DEPLOYMENT OF TACTICAL CHEMICAL AGENTS

- A. Situations which would justify the use of tactical chemical agents:
  - 1. The protection of self or innocent parties
  - 2. Riot/crowd control situations
  - 3. Disturbances in correctional environments
  - 4. Barricaded suspect situations
- B. Considerations regarding the use of chemical agents
  - 1. Wind direction/ventilation
    - a. The wind direction must be determined so that the tear gas can be channeled where it won't affect innocent or uninvolved citizens.
    - b. A quick survey of what the agent will affect down wind should be made.
  - 2. Escape routes
    - a. An avenue of escape is a clear route of travel for those affected by the chemical agent gas to use to leave the area.
    - b. Instructors should emphasize that escape routes are necessary when riot control agents are deployed
    - c. The avenue of escape must be to an area that the affected person won't get injured if they take it.

3. Availability of emergency medical services
    - a. At every scene where tactical chemical agents are deployed, some type of medical aid should be available.
    - b. Certain tactical chemical agents (e.g. a continuous discharge device) present inherent danger (e.g. a burn hazard).
  4. Availability of fire suppression equipment
    - a. At every scene where pyrotechnic or blast dispersion devices are used, fire suppression equipment should be available.
    - b. The high burning temperature of pyrotechnic devices and the flame emitted from a blast dispersion device at the time of ignition create a substantial fire hazard.
    - c. The on-scene fire command officer should be briefed regarding the nature of the tactical situation.
  5. Availability of resources
    - a. Law enforcement personnel
    - b. Communications availability
    - c. Availability of tactical chemical agents
  6. Inventory reconciliation
    - a. Inventory reconciliation means the recovery and accounting of all munitions deployed
    - b. Accounting for all devices deployed may be material to the criminal case and will be essential during any civil litigation.
- C. Types of chemical agent munitions and delivery systems
- NOTE: Instructors should review curricula material addressed in Module A regarding the basic types of chemical agents (e.g. CN, CS, and OC)
1. There are four basic ways to deploy chemical agents. They are:



a. Pyrotechnics

- (1) Pyrotechnics is the burning of granulated chemical agent and a pyrotechnic mix to vaporize the agent and release it as a submicron aerosol cloud.
- (2) Also referred to as continuous discharge

b. Blast dispersion

- (1) Blast dispersion is the use of explosives or other force to eject micropulverized chemical agent into the air.
- (2) Also referred to as instantaneous discharge or bursting

c. Fogging

- (1) Fogging is the use of hot gases to vaporize a liquid chemical agent formulation which is subsequently released as a fog cloud.

d. Liquid/aerosol

- (1) The use of an expelling force to project a liquid/aerosol chemical agent formulation to a desired target
- (2) This is the most common method used by law enforcement.

2. Types of devices used to disseminate chemical agents:

a. Grenades

- (1) Hand thrown
- (2) Launched
  - (a) Shotgun launchers
  - (b) Handgun launchers

NOTE: Handgun launchers were manufactured for use with the "Mighty Midget" grenade.

Since these devices are no longer manufactured, use of this method is increasingly limited and will discontinue when inventories are depleted.

(c) 37mm or 40mm grenade launchers

b. Liquid Barricade-penetrating rounds (e.g "ferret" rounds)

(1) Shotgun deployed

(2) 37mm/40mm deployed

D. Deployment of Tactical Chemical Agents

1. Outdoor deployment

a. When using chemical agents outdoors the most effective methods of delivery are:

(1) Pyrotechnic method (burning)

(2) Fog method

b. Both methods produce a visible cloud of agent that is wind directed.

(1) The cloud spreads laterally and rises.

(2) The rate of spread and rise is dependent upon the speed of the wind, humidity, and temperature.

(3) The angle of the lateral spread is greater with reduced wind and is smaller the higher the wind speed.

(4) The size and shape of surrounding structures or obstructions (e.g. hills, trees, terrain) will affect the size and shape of the cloud of agent. This effect is referred to as "mechanical turbulence".

(5) The cloud will rise faster in minimum wind and rise slower in heavy wind.

(6) Temperature and humidity play a significant part in how fast the cloud

will rise.

- (a) The higher the humidity the slower the cloud will rise.
  - (b) A cooler day will hold the cloud down.
  - (c) This condition is referred to as "thermal turbulence". Thermal turbulence can also be impacted by surface temperature and conditions.
- c. For an individual to be effected by the agent they must have their head within the visible cloud.
  - d. When a crowd is to be dispersed, the entire crowd must be totally enveloped in the agent.
  - e. A smoke grenade can be used to:
    - (1) Determine wind direction and potential movement of an agent cloud
    - (2) Extend the cloud emitted from a burning agent by acting as a carrier
    - (3) Conceal tactical movement of law enforcement personnel

NOTE: A smoke grenade actually burns hotter than a continuous discharge chemical agent grenade. Caution must be exercised to insure that use of the smoke device does not deplete the oxygen in a given area to below a survivable level. Smoke grenades do not contain any chemical irritants.

## 2. Indoor deployment

- a. When using chemical agents indoors the most effective methods of delivery are:
  - (1) Liquid barricade-penetrating projectiles
  - (2) Blast dispersion devices
  - (3) Aerosols

(4) Pyrotechnic (burning) devices

NOTE: Generally, the pyrotechnic devices are the least desirable for use indoors. The specific situation and conditions, however (e.g. a concrete floor with limited fire hazard potential) may make use of this deployment technique appropriate.

b. Tactical considerations:

- (1) Location and type of building or structure
- (2) Isolation of the threat, if possible.  
(e.g. Are there any innocent people present with the subject?)

NOTE: Particular care must be exercised when elderly persons or children are present where chemical agents will be deployed. Panic-related injuries are the greatest concern.

- (3) Evacuation surrounding threat and establishing inner and outer perimeters, if feasible.
- (4) Determination regarding the type(s), amounts, and delivery methods to be used

NOTE: Caution must be exercised when using barricade-penetrating devices.

- (5) Available deployment methods. (e.g. How long will it take for the agent to work?)
- (6) Considerations regarding Lethal Concentration Time (LCT) and Lethal Concentration Dosage (LCD)
  - (a) Excessive use of chemical agents inside buildings must be avoided to prevent the build-up of a lethal concentration of a chemical agent
  - (b) Similar care must be exercised to ensure that the volume of agent

used does not deplete available oxygen below 16%.

3. Exposure of law enforcement officers to chemical agents during a tactical event

a. If law enforcement officers are caught with the crowd without a gas mask, they should:

(1) Move towards the burning agent.

(a) This will allow the officer to get out of the cloud more quickly.

(b) Caution should be employed when approaching a riot line of other law enforcement officers to avoid being mistaken for an attacker.

(2) Move laterally across the agent cloud in order to get out of it.

(a) If the officer tries to run away from the chemical agent downwind, it will be necessary to run faster than the wind is carrying the agent.

(3) Breathe in through the nose and out through the mouth.

(a) Nasal hair will filter some agent

(b) In the case of CS, moisture in the nasal passages will start to break down the agent.

## XII. SCENE DECONTAMINATION

- A. When chemical agents are deployed, law enforcement officers may be required to initiate clean-up measures or consider the use of an outside contractor.
- B. Leaving a tactical scene with broken windows, broken doors and chemical agent contamination may expose the law enforcement agency to damage claims and/or civil liability.
- C. Failure to consider the impact of scene decontamination may dramatically impact the costs to the law enforcement agency.
- D. Scene decontamination considerations:
  - 1. Each type of chemical agent has its own unique decontamination process.
    - a. Some chemical agents can be readily neutralized and others cannot
    - b. CN and OC agents are the most desirable for interior deployment because they are easier to remove.
    - c. CS is usually deployed outdoors through blast dispersion or pyrotechnic methods.
    - d. Mixing different types of chemical agents will complicate scene decontamination.
  - 2. Most chemical agents (e.g., CS and CN) are nothing more than particulate matter that become airborne and become effective when it lands on the skin or is inhaled. The nature of the substance (e.g., particles) is fundamental to the decontamination procedures.
  - 3. Once CS or CN particles are removed, any physiological effects should cease.
  - 4. Because OC is a natural biodegradable product specific decontamination procedures are unnecessary. The product will generally dissipate in approximately 60 minutes, but the actual time may depend upon the amount of product deployed and environmental factors (e.g., heat).
- E. Methods for decontaminating buildings and equipment

1. Inventory reconciliation (collection/disposal of expended devices)
2. Aeration (ventilation)
3. Vacuuming
4. Removal of contaminated articles for cleaning
5. Chemical decontamination/neutralization (washdown)

F. Indoor decontamination

1. Although procedures may vary with the type of chemical agent involved, some procedures are generic. In most cases, the following steps should be followed:
  - a. Aerate the structure
    - (1) Open all windows, doors, etc.
    - (2) Remove cloth-covered furniture (e.g., couches) to the outside to allow uncontaminated air to dislodge the chemical agent particles
    - (3) Place large fans (generally available from the Fire Department) on the upwind side of the structure to blow the chemical agents out or reverse the fan on the downward side to draw the chemical agent out.
    - (4) If enough fans are available, place fans at both points to simultaneously blow and draw the chemical agent.
    - (5) Use of heat will also help to break down chemical agent particles which remain indoors.
  - b. Specific considerations for CN:
    - (1) Many times aeration combined with vacuuming will be sufficient.
    - (2) Do not delay - aerate as soon as possible. The sooner aeration starts, the greater the chance to remove particulate matter.

- (3) Aerate for 1-2 hours (Actual time will vary due to building size and the amount of chemical agent used.)
- (4) Because CN has a low melting point, sealing and heating the room will cause the CN particles to become airborne, and thus more easily evacuated. Heat the structure for approximately one hour, if possible.

NOTE: If the structure has central heating/air, it may be necessary to turn the system off and avoid using the heater so that contaminated air doesn't spread or contaminate system filters. In this case, portable heaters should be used to heat the building.

- (5) Once the room has been heated to make the CN airborne, close all openings except one at either end of the scene, and set up fans as discussed above.
- (6) Everything that has been exposed should be vacuumed using a commercial grade wet vacuum or a wet filter on a regular vacuum.
- (7) Surfaces that can be washed should be cleansed with a solution of washing soda (5% sodium carbonate and water). If washing soda is not available, a 5% solution of baking soda and water can be used. Items not suitable for chemical washing should be moved outdoors, if possible, where they can be exposed to fresh air and sunlight.
- (8) Cloth items (e.g., drapes and clothing) can be dry cleaned and/or wet-washed.

NOTE: The dry cleaner should be informed that articles may contain chemical agent residue.

c. Specific considerations for CS:

- (1) As with CN, aeration is generally the first step in order to remove all airborne chemical agent particles.



- (2) Aerate for 1-2 hours (Actual time will vary due to building size and the amount of chemical agent used.)
- (3) After aeration, seal and heat as much as possible to help vaporize the CS. Heat the structure for approximately one hour, if possible. The melting point of CS is higher than that of CN. It is often difficult to raise the room temperature high enough to vaporize the agents.

NOTE: If the structure has central heating/air, it may be necessary to turn the system off and avoid using the heater so that contaminated air doesn't spread or contaminate system filters. Portable heaters can be used to heat the building.

- (4) After heating re-open the structure and aerate again.
- (5) Hard non-absorbent surfaces (e.g. floors, cabinets, furniture, etc) can be washed with various commercially available chemical solutions, such as Triton X-100 or Igepal CO-630, mixed with distilled water at the concentration specified by the manufacturer. If tap water is used, double the concentration of the solution. If these products are not available non oil-based sudsing detergents (e.g., liquid Tide or liquid Joy) can be substituted at a concentration of one part detergent to two parts water.
- (6) Clothing, cloth furniture, drapes, etc. can be dry cleaned or wet-washed in a regular soap solution.

#### G. Outdoor decontamination

1. Usually no specific decontamination measures are necessary outdoors because sunlight and normal weather conditions (i.e., rain, wind, etc.) will dissipate the agent.
2. Expended devices, however, should be recovered and properly disposed of.

3. When large concentrations of visible agents are present on the ground, wet washing/vacuuming may be necessary as described below.
  4. Concentrations of visible agents should not be hosed down into sewers or storm drains.
- H. Use of decontamination teams
1. Recommended policies:
    - a. Teams should be comprised of no less than two people in the contaminated area.
    - b. Team exposure should be limited to a maximum of two hours with at least two hours off before re-exposure.
  2. Recommended team attire and equipment
    - a. Chemical agent filtering mask with hood and head cover
    - b. Long sleeve shirts and long pants
    - c. Water repellent gloves
    - d. Water repellent mid-height boots (with pants tucked into the boots)
    - e. Rain hat, raincoat and waders (if wet washing the contaminated area)
    - f. Scene documentation equipment
      - (1) Log books
      - (2) Cameras (still and video)
  3. Inventory procedures
    - a. Identify all types of ordinance used by the deploying officers.
    - b. Photograph the scene before and after decontamination efforts.
    - c. Record, account for and recover remnants of all ordinance used (including canisters, fuses, pull rings, etc.).

4. Wet washing

a. Some parts of a structure (furniture, wood floors, etc.) can be damaged by the cleaning process.

b. Wet wash of CN and CS

(1) Indoors

(a) In large industrial settings with concrete floors, a garden hose can be used.

(b) In a residence or other smaller area, a garden-type pump sprayer could be used to apply the cleansing solution.

(2) Outdoors

(a) Use a garden hose for large areas.

(b) Use a pump sprayer if the chemical agent residue is confined to a very small area.

(3) Fill the applicator with a 5% concentration of baking soda and water or use commercially available substances as discussed above.

(a) Apply the solution and let it stand for two minutes.

(b) Rinse

(c) Repeat, if necessary

NOTE: The procedure for removing CN and CS is the same. CS, however, is more difficult to remove because the particulate matter is much smaller, more readily adheres to surfaces, and has a higher melting point which makes it more difficult to vaporize.

XIII. PRACTICAL APPLICATION

- A. The objectives of the practical exercise are to provide the student with:
  - 1. An understanding of chemical agent delivery systems to include:
    - a. Hand-thrown Grenades
      - (1) Continuous discharge
      - (2) Blast dispersion
      - (3) Liquid/Aerosol
    - b. Projectiles
      - (1) Barricade Penetrating
      - (2) Liquid Aerosol
      - (3) Small caliber liquid-filled projectiles
    - c. Cartridges
      - (1) Muzzle dispersion devices
    - d. Bulk dispensers
      - (1) Large aerosols
      - (2) Foggers
  - 2. An opportunity to experience the effects of chemical agents and apply personal decontamination measures
  - 3. An understanding of personal decontamination concepts related as well as gross scene contamination
  - 4. Hands-on experience in the deployment of chemical agents
  - 5. An understanding of inventory reconciliation
- B. Conducting the field exercise
  - 1. The instructor should identify each chemical agent demonstrated, its effects, and its color code or numerical identifier

2. The instructor should explain the methods of deploying chemical agents
  - a. Show examples of chemical agents in grenades
  - b. Show examples of chemical agents in projectiles and various launching devices
  - c. The instructor should discuss other delivery options (e.g., pepper fogger), if not available for demonstration.
3. The instructor should demonstrate the deployment of chemical agents
  - a. Demonstrate how to activate and throw grenades
  - b. Demonstrate how to load a launcher and fire a projectile
4. Prior to deploying chemical agents, the following environmental conditions should be discussed with students:
  - a. Effect of Wind
  - b. Thermal turbulence
  - c. Mechanical turbulence

NOTE: Instructors should emphasize that escape routes are necessary when riot control agents are deployed

5. Decontamination of persons exposed to riot control chemical agents
  - a. Remove from contaminated area
  - b. Expose the person to fresh air
  - c. Flush exposed area with cold water
  - d. Avoid the use of soap or oil based products to clean the skin
  - e. If symptoms persist, seek proper medical attention
6. Student preparation for exposure to chemical agents

- a. Proper clothing
  - b. Removal of glasses/contact lenses
  - c. Access to a serviceable gas mask
7. Managing student safety
- a. Guidelines for the presentation of chemical agent training are detailed in the document *POST Guidelines for Student Safety in Certified Courses*
  - b. POST requires each presenter of chemical agent training to develop specific safety rules particular to each training site and to the particular task being performed by students. These rules should be reviewed with students before any practical application occurs.

REVISED TEXT FOR COMMISSION REGULATION 1081

1081. Minimum Standards for Legislatively Mandated Courses

(a) Approved courses, as specified...

(4) Chemical Agents for Peace Officers (Penal Code Section 12403)

Module A (4 Hours)

- (A) Evolution of Chemical Agents
- (B) Legal Aspects of Chemical Agents
- (C) Types of Chemical Agents
- (D) Orientation to Chemical Agent Delivery Methods
- (E) Aerosol Chemical Agent Deployment Tactics
- (F) Care and Maintenance of Aerosol Chemical Agent Devices
- (G) Disposal of Aerosol Chemical Agent Devices
- (H) Practical Application

Module B (2 hours)

- (A) Use of Gas Masks
- (B) Practical Application

Module C (4 hours)

- (A) Deployment of Tactical Chemical Agent Munitions
- (B) Scene Decontamination
- (C) Practical Application

Application: Modules A and B are satisfied by completion of the Regular Basic Course. Module A satisfies the chemical agent training requirements for California Youth Authority field parole agents and local field parole agents as described in Penal Code Section 830.5.

## REVISED TEXT FOR COMMISSION PROCEDURE D-7

## APPROVED COURSES

## 7-2 Standards for Approved Courses

Penal Code Section 12403  
Chemical Agents for Peace OfficersModule A (4 Hours)

- A. Evolution of Chemical Agents
- B. Legal Aspects of Chemical Agents
- C. Types of Chemical Agents
- D. Orientation to Chemical Agent Delivery Methods
- E. Aerosol Chemical Agent Deployment Tactics
- F. Care and Maintenance of Aerosol Chemical Agent Devices
- G. Disposal of Aerosol Chemical Agent Devices
- H. Practical Application

Module B (2 hours)

- A. Use of Gas Masks
- B. Practical Application

Module C (4 hours)

- A. Deployment of Tactical Chemical Agent Munitions
- B. Scene Decontamination
- C. Practical Application

Application: Modules A and B are satisfied by completion of the Regular Basic Course. Module A satisfies the chemical agent training requirements for California Youth Authority field parole agents and local field parole agents as described in Penal Code Section 830.5.



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to Basic Course Training Specifications and Commission Procedure D-1		Meeting Date April 21, 1994
Bureau Basic Training Bureau	Reviewed By <i>EJ</i> Everitt Johnson	Researched By Lou Madeira
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval 3.31.94	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

1. Should the Commission approve, subject to a public review process, changes to basic training specifications as enumerated in this report?
2. Should the Commission approve, subject to a public review process, related changes to Procedure D-1

BACKGROUND

In July 1993 the Commission approved changes to Regulation 1005 and Procedure D-1 regarding minimum standards for the Regular Basic Course. Among these changes was the identification of training specifications for each basic course learning domain. These requirements are detailed in a document entitled Training Specifications for the Regular Basic Course (1993), which is incorporated into Regulation 1005 by reference.

In November 1993, these changes were adopted by the Commission following a public hearing and pending approval by the Office of Administrative Law.

Training specifications were developed based upon instruction which was required at the time the specifications were promulgated. Although they were designed to be broad enough to obviate the need for frequent modification, staff is continuing to examine each domain over a three year cycle to ensure that the specifications and related curriculum are consistent and contemporary.

As part of this on-going review process, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine what revisions are necessary. This process occurs during regularly scheduled workshops during which curriculum and supporting materials are updated to reflect emerging training needs, legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation.

Proposed changes to the training specifications impact one or more of the following component elements:

- ◆ Instructional goals
- ◆ Required topics
- ◆ Required tests
- ◆ Required learning activities
- ◆ Minimum hours for instruction

It is also proposed that the language of Commission Procedure D-1 be modified to accomplish the following:

1. Delete detail concerning learning domain content and hourly requirements which is redundantly contained in the training specifications, and;
2. add specific language which will require each presenter of the regular basic course to provide "appropriate instruction" relative to each required topic listed in the training specifications.

#### ANALYSIS

##### PROPOSED CHANGES TO PROCEDURE D-1

- ◆ Removal of Redundant Information

Presently, Commission Procedure D-1 contains a comprehensive list of each basic course learning domain, the currently prescribed minimum hours, and the minimum time required for student evaluation. Section 1-3(a)(1) also states that this same information is contained in the document Training Specifications for the Regular Basic Course (1993), which is incorporated into D-1 by reference.

Removal of this redundancy from Procedure D-1 will simplify the process of changing prescribed minimum hours or modifying domain titles if and when it becomes necessary. Future changes would need to be made only to the training specifications document, rather than to both the document and the Commission procedure. For clarity in the specifications document, a single page listing each domain title and the prescribed minimum hours for instruction and testing is proposed to be added. A copy of this proposed text is included as Attachment C.

- ◆ Clarification of Training Requirements

The intention of identifying "required topics" for each learning domain is to ensure that each certified presenter provides instruction on each topic. The present language of D-1, however, does not specifically address a presenter's

obligation concerning "required topics". As a result, it is proposed to add language which prescribes the delivery of "appropriate instruction" to each topic, unless a specific methodology is identified in the specifications.

The full text of proposed changes to Commission Procedure D-1 can be found in Attachment A.

#### PROPOSED CHANGES TO BASIC COURSE TRAINING SPECIFICATIONS

Following is a summary of proposed changes to the training specifications. Since January 1, 1994, 13 learning domains have been reviewed. The complete text of these proposed changes can be found in Attachment B. Proposed changes reflect the following legislative mandates:

- Penal Code Section 12403, which relates to prescribed training for peace officers desiring to possess chemical agents. This mandate impacts the content of Learning Domain #35 (Firearms/Chemical Agents). Although this is not a new mandate, proposed changes will update requirements in place since 1969. Since modification of instructional content and presentation format related to this mandate impact other programs and several categories of peace officers, proposed changes are discussed in detail in a separate agenda item.
- Penal Code Section 13519.6, which relates to prescribed training on hate crimes. This mandate impacts the content of Learning Domain #42 (Cultural Diversity). This is a new mandate and requires substantial enhancement to instruction on hate crimes which is already contained in the Basic Course.
- Penal Code Section 13519.7, which relates to prescribed training on sexual harassment. This mandate impacts the content of Learning Domain #42 (Cultural Diversity). This is a new mandate and requires the addition of instruction which has not previously been addressed in the Basic Course.

#### ♦ Learning Domain #6 (Crimes Against Property)

Proposed changes to this domain are limited to adding greater detail to the required topics list. The added detail will improve clarity and better reflect the depth of instruction which is presently being delivered. For example, specific categories of theft are identified, vehicle theft is separated as a distinct topic, and a vague reference to fraud law is more clearly identified as relating to passing insufficient fund checks.

♦ Learning Domain #7 (Crimes Against Persons)

Similar to the changes discussed above, the required topics list has been expanded to add detail and better reflect instruction which is already being provided. In this case, the list has been augmented to specifically address degrees of murder, types of manslaughter, child abduction laws, and stalking statutes. In addition, instruction regarding carjacking has been added to reflect the passage of a new law associated with this crime.

♦ Learning Domain #8 (General Criminal Statutes)

It is proposed to change the term "gambling" as included in the required topics list to the expression "gaming violations." This better expresses prevailing law associated with this subject.

♦ Learning Domain #15 (Laws of Arrest)

The instructional goals for this domain are proposed to be modified to delete subject matter which has been previously moved to other learning domains (e.g., instruction concerning the general terms of probation and parole is covered in detail in learning domain #2 (Criminal Justice System)).

It is also proposed that the required topics list be expanded to include references to the legal requirements for entry to make an arrest and the follow-up requirements and information which must be provided to an arrested person.

♦ Learning Domain #16 (Search and Seizure)

It is proposed that a new instructional goal be added relating to student's understanding of circumstances under which searches and seizures can be conducted. This will provide improved clarity.

In addition, considerable detail is proposed to be added to the required topics list. Existing language such as "conditions under which a search can be made" was viewed as being somewhat non-descript. As a result, topics were subdivided to provide more detail (e.g., specifying the general conditions under which a search can be made, identifying specific types of searches, and adding supporting terminology). These changes serve to better describe instruction which is already being delivered.

◆ Learning Domain #17 (Evidence)

It is proposed that the name of this learning domain be changed to "**Presentation of Evidence**". This more accurately describes domain content. Additionally, specific reference is proposed to be added to the required topics list concerning the delivery of hearsay testimony at preliminary hearings. Although this subject has been included in the basic course for some time, it is desirable to specifically show that the basic course includes instruction which satisfies the requirements of Proposition 115.

◆ Learning Domain #22 (Vehicle Pullovers)

Change to this domain proposes to move the required topic concerning Vehicle Code arrest law to learning domain #28 (Traffic).

◆ Learning Domain #28 (Traffic)

Several changes are proposed for this domain as follows:

- Rename the domain "**Traffic Enforcement.**" The contributing curricula consultants feel that this more adequately describes the totality of material addressed.
- Add two instructional goals and modify one existing instructional goal to provide desirable detail associated with the following issues:
  - ▶ Skills necessary to direct and control traffic
  - ▶ Laws relating to driving under the influence
  - ▶ Laws related to vehicle storage and impounds
- Expand the required topics list to specifically address instruction regarding driver's license violations, highway flares, and general concepts of traffic enforcement
- Add Vehicle Code arrest law to the list of required topics. As discussed above, it is proposed to import this topic from learning domain #22 (Vehicle Pullovers) in order to more appropriately sequence instruction.
- Add a learning activity concerning the safe lighting and extinguishing of a highway flare. Deletion of an exercise test requirement on this subject was approved by the Commission in January 1993. This was justified on the basis that it was costly, and instructionally unnecessary, to mandate that every student in the

academy actually light a flare. Inclusion of a learning activity ensures that the skill is demonstrated by some students and that an opportunity for vicarious learning occurs.

- Add a learning activity related to a simulated driving under the influence investigation. This is proposed to provide a cohesive framework where the complex elements of a DUI case are presented in a logical and progressive sequence.

◆ Learning Domain #35 (Firearms/Teargas)

Changes to this domain are desirable to bring the training specifications into conformance with proposed modifications to the *Teargas Training for Peace Officers* curricula required by Penal Code Section 12403. This section of law mandates that **any** peace officer desiring to carry a teargas device must complete a course of instruction developed by POST. Previously, the instructional content of this entire program was satisfied in the basic course. The proposed changes to content and structure of the *Teargas Training for Peace Officers* course are discussed in detail in a separate agenda items.

In order to conform the instruction in this domain with changes to the parent program, the following actions are proposed:

- Rename the domain Firearms/**Chemical Agents**
- Modify one instructional goal regarding the use of hand-held aerosol chemical agents devices
- Add three new instructional goals relating to legal aspects of chemical agents, use of gas masks, and understanding the effects of chemical agents
- Expand the required topics list accordingly and incorporate instruction relative Oleoresin Capsicum (OC) pepper spray
- Add a learning activity concerning student exposure to a riot control chemical agent
- Add a learning activity relating to student exposure to an aerosol chemical agent

All of the instruction referenced above has been included in the basic course for many years. The proposed changes simply articulate this fact more clearly in the training specifications. Presenters have always been accorded the

discretion to determine what degree of exposure is necessary to satisfy the instructional objective.

◆ Learning Domain #39 (Crimes Against The Justice System)

It is proposed to add instruction regarding the intimidation of victims and witnesses, violation of a court order and instruction concerning providing false information to a peace officer. The remaining changes proposed to this domain are limited to minor modifications of the required topics list to detail instruction which is already required (e.g., inciting a riot, rescues, escapes, etc.).

◆ Learning Domain #40 (Weapons Violations)

Proposed changes to this domain involve the following:

- Clarification of terms and expressions in the required topic list (e.g. adding the terms "firearm," "weapon," or the expression "certain prohibited persons," etc.)
- Adding the requirement for instruction related to possession of assault weapons and possession of weapons in public building to conform to recent changes in the law.

◆ Learning Domain #42 (Cultural Diversity)

Proposed changes to this domain are intended to address two new legislative mandates regarding hate crimes training (Penal Code Section 13519.6) and sexual harassment training (Penal Code Section 13519.7). As a result of these mandates, the following modifications to the training specifications are proposed:

- Rename the domain Cultural Diversity/**Sexual Harassment/Hate Crimes** to clearly identify where these training mandates are satisfied in the regular basic course
- Add five instructional goals specific to sexual harassment and make commensurate additions to the required topics list which address the specific subjects identified in Penal Code 13519.7 to include:
  - ▶ The nature and historical perspectives associated with sexual harassment
  - ▶ State and Federal Laws which define sexual harassment
  - ▶ Behaviors which constitute sexual harassment
  - ▶ How to respond to harassing behavior
  - ▶ State sexual harassment complaint guidelines

- Add a learning activity which requires students to participate in a facilitated discussion regarding video re-enactments of potentially unlawful behavior.
- Add five instructional goals specific to hate crimes and make commensurate additions to the required topics list which address the specific subjects identified in Penal Code Section 13519.6 to include:
  - ▶ Laws which define a hate crime
  - ▶ Indicators of hate crimes
  - ▶ Legal rights and remedies available to victims of hate crimes
  - ▶ Impact of hate crimes on victims, victim's families, and the community
  - ▶ Elements which comprise an effective law enforcement response to a hate crime
- Add a learning activity which requires the student to participate in a facilitated discussion related to a video re-enactment of a simulated hate crime.

Although no increase in the prescribed minimum hours for this domain is proposed at this time, the amount of instruction being added is substantial. As the Commission is aware, a full report regarding proposed changes to basic minimum hours is planned for presentation at the July meeting. It is likely that a recommendation to increase the minimum hours for this domain will be proposed at that time.

Detailed information concerning the proposed statewide sexual harassment training standards and POST-developed guidelines for law enforcement response to a sexual harassment incident are discussed in detail in a separate agenda item. The changes discussed herein are in complete conformance with those proposed standards.

#### SUMMARY

Proposed revisions are recommended by staff and curriculum consultants to update and further refine the existing language of the training specifications. All proposed changes have been reviewed and endorsed by the Consortium of Basic Course Academy Directors.

The following actions are proposed:

1. If the Commission agrees to the changes identified herein, it is proposed that the abbreviated public hearing process be used. If no one requests a public hearing, these proposed changes would go into effect 30 days after approval by the Office of Administrative Law.



2. That pursuant to Commission Regulation 1005, Training Specifications for the Regular Basic Course (1993) be amended to include the recommended revisions.
3. That the changes to Commission Procedure D-1 be approved

A copy of Commission Procedure D-1 is included as Attachment A, proposed changes to training specifications are included in Attachment B, and a copy of Regulation 1005 is included as Attachment C.

#### RECOMMENDATION

Subject to the results of the proposed Notice of Regulatory Action, approve the revisions to Training Specifications for the Regular Basic Course (1993), amendment of Commission Regulation 1005, and change to Commission Procedure D-1.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## PROPOSED REGULATION

## COMMISSION PROCEDURE D-1

## BASIC TRAINING

1-1. through 1-2. continued.

1-3. Regular Basic Course Definitions, ~~and~~ Requirements, ~~and~~ Content: The terms used to describe testing and training requirements are defined in paragraph 1-3(a). Testing and training requirements are described in paragraph 1-3 (b). ~~Content specifications are listed in paragraph 1-3(c).~~ Testing, and training, content, and minimum hourly requirements are provided in greater detail in *Training Specifications for the Regular Basic Course - July 1993* and the *POST Basic Academy Physical Conditioning Manual*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

1-3. (a) (1) through (a) (6) continued.

(b) **Testing and Training Requirements**

- (1) Topics. As specified in *Training Specification for the Regular Basic Course - July 1993*, training presenters shall provide appropriate instruction on each required topic.

Previously numbered (1) through (7) to be renumbered (2) through (8), respectively.

~~(c) Content and Hourly Requirements~~

~~The content of the Regular Basic Course is specified by the learning domains listed below. The minimum hours of instruction that must be allocated to each domain is shown to the right of the domain.~~

<del>DOMAIN</del>	<del>DOMAIN</del>	<del>MINIMUM</del>
<del>NUMBER</del>	<del>DESCRIPTION</del>	<del>HOURS</del>
<del>01</del>	<del>History, Ethics &amp; Professionalism</del>	<del>6 hours</del>
<del>02</del>	<del>Criminal Justice System</del>	<del>4 hours</del>
<del>03</del>	<del>Community Relations</del>	<del>4 hours</del>
<del>04</del>	<del>Handling Emotional Situations</del>	<del>6 hours</del>
<del>05</del>	<del>Introduction to Criminal Law</del>	<del>6 hours</del>
<del>06</del>	<del>Crimes Against Property</del>	<del>8 hours</del>

<u>07</u>	<u>Crimes Against Persons</u>	<u>8 hours</u>
<u>08</u>	<u>General Criminal Statutes</u>	<u>6 hours</u>
<u>09</u>	<u>Crimes Against Children</u>	<u>4 hours</u>
<u>10</u>	<u>Sex Crimes</u>	<u>4 hours</u>
<u>11</u>	<u>Juvenile Law and Procedure</u>	<u>6 hours</u>
<u>12</u>	<u>Controlled Substances</u>	<u>10 hours</u>
<u>13</u>	<u>ABC Law</u>	<u>4 hours</u>
<u>15</u>	<u>Laws of Arrest</u>	<u>12 hours</u>
<u>16</u>	<u>Search &amp; Seizure</u>	<u>12 hours</u>
<u>17</u>	<u>Evidence</u>	<u>8 hours</u>
<u>18</u>	<u>Report Writing</u>	<u>36 hours</u>
<u>19</u>	<u>Vehicle Operations</u>	<u>24 hours</u>
<u>20</u>	<u>Use of Force</u>	<u>8 hours</u>
<u>21</u>	<u>Patrol Techniques</u>	<u>12 hours</u>
<u>22</u>	<u>Vehicle Pullovers</u>	<u>12 hours</u>
<u>23</u>	<u>Crimes in Progress</u>	<u>12 hours</u>
<u>24</u>	<u>Handling Disputes</u>	<u>12 hours</u>
<u>25</u>	<u>Domestic Violence</u>	<u>8 hours</u>
<u>26</u>	<u>Unusual Occurrences</u>	<u>4 hours</u>
<u>27</u>	<u>Missing Persons</u>	<u>4 hours</u>
<u>28</u>	<u>Traffic</u>	<u>20 hours</u>
<u>29</u>	<u>Traffic Accident Investigation</u>	<u>12 hours</u>
<u>30</u>	<u>Investigation</u>	<u>31 hours</u>
<u>31</u>	<u>Custody</u>	<u>4 hours</u>
<u>32</u>	<u>Physical Fitness/Officer Stress</u>	<u>40 hours</u>
<u>33</u>	<u>Person Searches, Baton, etc.</u>	<u>44 hours</u>
<u>34</u>	<u>First Aid &amp; CPR</u>	<u>21 hours</u>
<u>35</u>	<u>Firearms/Tear Gas</u>	<u>60 hours</u>
<u>36</u>	<u>Information Systems</u>	<u>4 hours</u>
<u>37</u>	<u>Persons with Disabilities</u>	<u>4 hours</u>
<u>38</u>	<u>Gangs</u>	<u>4 hours</u>
<u>39</u>	<u>Crimes Against the Justice System</u>	<u>4 hours</u>
<u>40</u>	<u>Weapons Violations</u>	<u>4 hours</u>
<u>41</u>	<u>Hazardous Materials</u>	<u>4 hours</u>
<u>42</u>	<u>Cultural Diversity</u>	<u>16 hours</u>
<u>Minimum Instructional Hours</u>		<u>512 hours</u>

The minimum number of hours allocated to testing in the Regular Basic course are shown below.1

<u>TEST TYPE</u>	<u>HOURS</u>
<u>Scenario Tests</u>	<u>24 hours</u>
<u>POST Constructed Knowledge Tests</u>	<u>24 hours</u>
<u>Total Minimum Required Hours</u>	<u>560 hours</u>

1Time required for exercise testing, learning activities, and physical abilities testing is included in instructional time.

1-4. continued

Subparagraph 1-3 adopted and incorporated by reference into Commission Regulation 1005 on April 15, 1982, and amended on January 24, 1985, September 26, 1990, and January 14, 1994, and \*

PROPOSED CHANGES TO TRAINING SPECIFICATIONS  
for the  
POST REGULAR BASIC COURSE

June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #06: CRIMES AGAINST PROPERTY

Julyne 1, 19934

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Property Crimes** is to provide students with the ability to recognize when property crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Theft
  - 1. Grand theft
  - 2. Petty theft
- B. Defrauding and innkeeper
- C. Appropriation of lost property
- D. Embezzlement
- E. Forgery
- F. Unauthorized entry of property (trespassing)
- G. Burglary
- H. Possession of burglary tools
- I. Alteration of serial numbers
- J. Receiving stolen property

- K. Vandalism
- L. Cruelty to animals
- M. Arson
- N. Possession of a firebomb
- O. Aid, counsel, or procure the burning of property or land
- P. Vehicle theft and joyriding
- Q. Writing checks with intent to defraud

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #6

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on property crimes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #07: CRIMES AGAINST PERSONS

Julyne 1, 19934

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against Persons** is to provide students with the ability to recognize when person crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Extortion
- B. Assault
- C. Battery
- D. Assault with a deadly weapon
- E. Mayhem
- F. Infliction of corporal injury on a spouse of cohabitant
- ~~G. Hate crimes~~
- HG. Robbery
- IH. Kidnapping and false imprisonment
- JI. Aiding or encouraging a suicide
- KJ. Murder
  - 1. Degrees

2. Felony murder rule

LK. Excusable and justifiable homicide

ML. Manslaughter

1. Voluntary

2. Involuntary

3. Vehicular

NM. Conspiracy to deprive a person of a civil right

ON. Deprivation of a civil right under color of law

PO. Crimes against Elderlys and dependent adults ~~abuse~~

P. Child abduction

Q. Stalking

R. Carjacking

III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #7

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on crimes against persons.



VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #08: GENERAL CRIMINAL STATUTES

Julyne 1, 19934

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **General Criminal Statutes** is to provide students with the ability to recognize violations of the statutes, to identify the violations by their common crime names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Attempt to commit a crime
- B. Conspiracy to commit a crime
- C. Solicitation to commit a crime
- D. Disturbing the peace
- E. Disorderly conduct
- F. Public nuisance
- G. Disturbing a public meeting
- H. Obstructing a sidewalk or street
- I. ~~Gambling~~ Gaming violations

### III. REQUIRED TESTS

The POST-constructed knowledge test on Domain #8

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IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on general criminal statutes.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #15: LAWS OF ARREST

Julyne 1, 19934

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### I. INSTRUCTIONAL GOALS

The goals of instruction of Laws of Arrest are to provide students with:

- A. an understanding of the arrest powers of a peace officer including:
  - 1. the discretion that an officer has in making an arrest
  - 2. limits on an officer's discretion
  - 3. the elements of an arrest
  - 4. daytime and night time arrests
  - 5. the information that an officer must provide to an arrested person
  - 6. treatment of an arrested person after the arrest
  - 7. exceptions to a peace officer's arrest powers
  - 8. civil liability;
- B. the ability to recognize when suspects must be provided their Miranda rights;
- C. knowledge of an officer's responsibility where the arrest was made by a private person;
- D. knowledge of the elements required to establish reasonable suspicion and probable cause;
- ~~E. knowledge of the general conditions of parole and probation;~~

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Arrest powers of a peace officer
- B. Miranda rights of detainees
- C. Arrest by a private person
- D. Reasonable suspicion and probable cause
- E. ~~General conditions of parole and probation~~ Legal requirements for entry to make an arrest
- F. Follow-up requirements and information which must be provided to an arrested person
- G. Consensual encounters

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Domain #15
- B. An exercise test that requires the student to approach, contact, interview, and interrogate a suspicious person

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on laws of arrest.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #16: SEARCH AND SEIZURE

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Julyne 1, 19934

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Search and Seizure** are to provide students with:

- A. an understanding of the protection provided by the United States and California Constitutions against *unreasonable* searches and seizures of people, houses, and personal property; and
- B. an understanding of circumstances under which searches and seizures can be conducted.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Terminology/concepts related to searches and seizures:
  - 1. Search
  - 2. Seizure
  - 3. Probable cause
  - 4. Scope
- AB. Conditions under which a search can be made without a warrant:
  - 1. Consent
  - 2. Incident to an arrest
  - 3. Exigent circumstances
  - 4. Cursory search (e.g., pat-down)

C. Conditions/limitations under which a search can be made with a warrant:

1. Service requirements
2. Entry requirements (e.g., knock and notice)

D. Observations (e.g., plain view, etc.)

E. Probation and parole searches

F. Searches and seizures associated with vehicles

G. Closed container searches

BH. Use of force/compulsion to prevent the swallowing of conduct a search and/or recover evidence (e.g., bodily invasion, fingerprints, etc.)

I. Identification procedures

1. Field showups/eliminations
2. Photographic identifications
3. Lineups

~~C. Conditions under which vomiting can be induced to recover evidence~~

~~D. Procedure for obtaining blood and other body fluid samples~~

~~E. Extracting fingerprint evidence~~

~~F. Collecting handwriting exemplars~~

~~G. Field showups~~

**III. REQUIRED TESTS**

The POST-constructed knowledge test for Domain #16



IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on search and seizure.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## **SPECIFICATIONS FOR LEARNING DOMAIN #17: PRESENTATION OF EVIDENCE**

Julyne 1, 19934

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### **I. INSTRUCTIONAL GOALS**

The goals of instruction on Presentation of Evidence are to provide students with:

- A. an understanding of the role that evidence plays in a criminal trial;
- B. knowledge of the terminology used by the criminal courts in dealing with different types of evidence; and
- C. knowledge of the rules that must be followed in order for evidence to be introduced at a criminal trial.

### **II. REQUIRED TOPICS**

The following topics shall be covered:

- A. Distinction between direct and circumstantial evidence
- B. Types of evidence
- C. Purpose of offering evidence
- D. Criteria for admitting evidence
- E. "Rules of evidence" and their purpose
- F. Evidence terminology
- G. Subpoenas
- H. Burden of proof
- I. Exclusionary rule and its purpose

J. Hearsay rule and its exceptions

K. Hearsay evidence at preliminary hearings

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #17

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on presentation of evidence.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #22: VEHICLE PULLOVERS

July ~~ne~~ 1, 1993~~4~~

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Vehicle Pullovers** is to provide students with the skills needed to make safe, lawful, tactically sound vehicle stops.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of vehicle stops
- B. Selecting a location
- C. Getting the driver's attention
- D. Use of the spotlight
- E. Stopping and approaching special-purpose vehicles (e.g., campers and vans)
- F. Searching a vehicle
- G. Contacting the violator
- H. Verifying the validity and authenticity of a driver license
- I. Court procedures for processing a citation
- J. Purpose for violator's signature on citation
- K. ~~Laws governing arrest, citation, and release~~

**III. REQUIRED TESTS**

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #22
- B. An exercise test that requires the student to conduct a search of a motor vehicle
- C. An exercise test that requires the student to determine the acceptability of various types of identification
- D. An exercise test that requires the student to complete a traffic citation
- E. A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours
- F. A scenario test that requires the student to make a simulated traffic enforcement stop during the hours of darkness
- G. A scenario test that requires the student to make a simulated high-risk stop and safely remove the occupants from the vehicle

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **12 hours** of instruction on vehicle pullovers.

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #28: TRAFFIC ENFORCEMENT

Julyne 1, 19934

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Enforcement** are to provide students with:

- A. an understanding of the purpose of traffic laws and traffic law enforcement;
- B. knowledge of the traffic laws commonly enforced by patrol officers; ~~and~~
- C. ~~the skills needed to safely stop and cite traffic law violators;~~  
the skills necessary to effectively direct and control traffic;
- D. knowledge of laws and techniques related to driving under the influence enforcement; and
- E. knowledge of laws related to the storage and impound of vehicles.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Vehicle code definitions
- B. Vehicle registration violations
- C. Unsafe vehicle violations
- D. Hit and run laws
- E. ~~Traffic control device violations~~ Violations of traffic controls and devices
- F. Right-of-way violations
- G. Failing to yield to an emergency vehicle violations

- H. Stopping and turning violations
- I. Speeding laws
- J. Passing a school bus with flashing lights
- K. Stop violations
- L. Equipment violations
- M. Following too close
- N. Public offenses
- O. Unsafe passing violations
- P. Failing to obey an officer's lawful orders
- Q. Unrestrained occupant
- R. Red signal violation
- S. Pedestrian violation
- T. Officer's duties to a DUI suspect
- U. Driving under the influence (DUI)
- V. Possession of an open alcoholic beverage in vehicle
- W. Authority to remove vehicles from a roadway
- X. Traffic direction hand signals
- Y. Traffic direction using a flashlight
- Z. Traffic control devices
- AA. Preparing a storage and impound report

- BB. Drivers license violations
- CC. Vehicle Code laws governing arrest
- DD. Lighting and extinguishing a highway flare
- EE. Concepts of traffic enforcement

### III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #28
- B. An ~~scenario~~ exercise test that requires the student to conduct a field sobriety test
- C. An exercise test that requires the student to direct traffic using hand signals
- D. An exercise test that requires the student to direct traffic using a flashlight
- E. An exercise test that requires the student to determine the proper placement of warning devices at a simulated traffic incident
- F. An exercise test that requires the student to prepare a storage/impound report

### IV. REQUIRED LEARNING ACTIVITIES

~~None~~

- A. The student will participate in a demonstration regarding the safe lighting and extinguishing of a highway flare.
- B. The student will participate in a facilitated discussion regarding a simulated DUI investigation



**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **20 hours** of instruction on traffic

**VI. ORIGINATION DATE**

July 1, 1993

**VII. REVISION DATES**

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #35: FIREARMS/TEAR GAS CHEMICAL AGENTS

July 1, 1993

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### I. INSTRUCTIONAL GOALS

The goals of instruction on **Firearms and Tear Gas** are to provide students with:

- A. an understanding of the operation and nomenclature of semi-automatic and revolver type handguns;
- B. an understanding of the operation and nomenclature of law enforcement shotguns;
- C. knowledge of the effective range and spread of different barrel and load combinations commonly used in law enforcement shotguns;
- D. the ability to use a handgun effectively in combat situations; and
- E. the ability to use a shotgun effectively in combat situations; and.

The goals of instruction on **Chemical Agents** are to provide students with:

- A. an understanding of the legal aspects of using nonlethal chemical agents;
- FB. the ability to use hand-held aerosol chemical agents safely and effectively;
- C. the ability to use a gas mask safely and effectively; and
- D. an understanding of the effects of nonlethal chemical agents.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Nomenclature and operating characteristics of revolvers and semi-automatic handguns
- B. Nomenclature and operating characteristics of law enforcement shotguns
- C. Care and cleaning of handguns and shotguns
- D. Handgun and shotgun marksmanship
- E. Shooting positions: handguns and shotguns
- F. Evolution of chemical agents
- ~~FG.~~ Chemical agents Legal aspects of chemical agents
- H. Types of chemical agents
- I. Orientation to chemical agents delivery methods
- J. Aerosol chemical agent deployment tactics
- K. Care and Maintenance of aerosol chemical agents devices
- L. Disposal of aerosol chemical agent devices
- M. Physiological and psychological effects of nonlethal chemical agents
- N. Decontamination procedures
- ~~GO.~~ Care and use of gas masks

### III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to demonstrate loading, unloading, drawing, holstering and clearing malfunctions in a handgun

- B. An exercise test that requires the student to demonstrate loading, unloading, and clearing malfunction in a shotgun
- C. An exercise test that requires the student to demonstrate care and cleaning of handguns
- D. An exercise test that requires the student to demonstrate good handgun shooting technique including stance, grip, breath control, sight alignment, trigger control and follow through
- E. An exercise test that requires the student to will demonstrate the following handgun shooting positions: crouch, point shoulder, barricade, prone, kneeling, and hip
- F. An exercise test that requires the student to demonstrate good shotgun shooting technique including stance, breath control, point aiming, trigger control and follow through
- G. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun course consisting of single and multiple silhouette targets
- H. An exercise test that requires the student to shoot a minimum of 60 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun course consisting of single and multiple silhouette targets
- I. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under daylight conditions, on a handgun combat range
- J. An exercise test that requires the student to shoot a handgun combat range after being stressed by an anaerobic physical activity and obtain an acceptable score (determined by the academy)
- K. An exercise test that requires the student to shoot a minimum of 30 rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a handgun combat range

- L. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy) on a shotgun course with single and multiple silhouette targets
- M. An exercise test that requires the student to shoot a minimum of six rounds and obtain an acceptable score (determined by the academy), under nighttime conditions, on a shotgun course with single and multiple silhouette targets
- N. An exercise test that requires the student to put on, clear, and remove safely and effectively use a gas mask

**IV. REQUIRED LEARNING ACTIVITIES**

- A. The student shall be exposed to a nonlethal, riot-control chemical agent
- B. The student shall be exposed to a nonlethal, aerosol chemical agent

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **60 hours** of instruction on firearms and chemical agents.

**VI. ORIGATION DATE**

July 1, 1993

**VII. REVISION DATES**

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #39: CRIMES AGAINST THE JUSTICE SYSTEM

Julyne 1, 19934

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against the Justice System** is to provide students with the ability to recognize when a crime against the justice system has occurred, to identify the crimes by their common crime names, and to classify them as either misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Bribery
- B. Perjury
- C. Impersonation of an officer
- D. Obstruction of an officer's official duties
- E. Filing a false police report
- F. Refusal to join "~~posse comitatus~~" assist an officer
- G. Unlawful assembly
- H. Disobedience to a dispersal order
- I. Rout, and riot, and incitement to riot
- J. Rescue, escape and Lynching
- K. Providing false information to a peace officer
- L. Intimidation of a victim/witness

M. Violation of a court order

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #39

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on crimes against the justice system.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## SPECIFICATIONS FOR LEARNING DOMAIN #40: WEAPONS VIOLATIONS

Julyne 1, 19934

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### I. INSTRUCTIONAL GOAL

The goal of instruction on **Weapons Violations** is to provide students with the ability to recognize when a weapons violation has occurred, to identify the crimes by their common names, and to classify them as misdemeanors or felonies.

### II. REQUIRED TOPICS

The following topics shall be covered:

- A. Drawing or exhibiting a firearm or weapon
- B. Shooting at an inhabited dwelling
- C. Possession of a switchblade knife
- D. Manufacture, sale, Possession, or import of a deadly weapon
- E. Possession of a firearm by a ~~felon~~ certain prohibited persons
- F. Carrying a concealed ~~weapon~~ firearm
- G. Carrying a loaded firearm
- H. Altering ~~serial numbers~~ identifying marks on a firearm
- I. Possession of tear gas/chemical agents
- J. Weapons on school grounds
- K. Exceptions to concealed firearm law
- L. Possession of a Deadly weapon/with intent to assault



M. Unsafe storage of a firearm

N. Possession of an assault weapon

O. Definition of a firearm

P. Possession of a weapon in a public building

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #40

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on weapons violations.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994

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## **SPECIFICATIONS FOR LEARNING DOMAIN #42: CULTURAL DIVERSITY/SEXUAL HARASSMENT/HATE CRIMES**

Julyne 1, 19934

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### **I. INSTRUCTIONAL GOALS**

The goals of instruction on **Cultural Diversity** are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the ~~professional~~ benefits of valuing diversity both within a law enforcement organization and within the community it serves;
- D. information concerning the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups; and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction ~~described in this domain~~ is designed to provide fundamental ~~instruction~~ training on how to professionally interact with a broad spectrum of

cultural groups. Content is intended to complement locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

The goals of instruction on Sexual Harassment are to provide the student with:

- I. an understanding of the nature and historical perspectives associated with sexual harassment;
- J. knowledge of state and federal laws which define sexual harassment;
- K. an understanding of behaviors which constitute sexual harassment;
- L. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and how to initiate a sexual harassment complaint; and
- M. an understanding of the state mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

The goals of instruction on Hate Crimes are to provide the student with:

- N. knowledge of laws which define a hate crime;
- O. an understanding of the indicators of hate crimes;
- P. knowledge of legal rights of, and remedies available to, victims of hate crimes;
- Q. an understanding of the impact of hate crimes on victims, victim's families and the community; and
- R. an understanding of elements which comprise an effective law enforcement response to a hate crime.

**II. REQUIRED TOPICS**

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national, and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts
- L. State and federal laws relating to sexual harassment to include:
  - 1. Title VII
  - 2. Government Code Section 12940 et. seq.
  - 3. Concept of Quid Pro Quo
  - 4. Concept of hostile work environment

5. Current case law

M. Causes of sexual harassment

1. Gender issues
2. Power issues

N. Examples of sexual harassment to include:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual favors
6. Threats
7. Hostile work environment
8. Force

O. How to respond to a complaint of sexual harassment

P. State mandated sexual harassment complaint process guidelines

Q. Legal remedies and protection from retaliation against complainants of sexual harassment

R. Laws which define a hate crime

S. Indicators that a crime is hate motivated

T. Legal rights of, and remedies available to, victims of hate crimes

U. Impact of hate crimes on victims, victim's families and the community

V. Elements which comprise an effective law enforcement response to a hate crime

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

Students shall be provided with an opportunity to engage in the following learning activities:

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions

B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers

2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the academy, the student must participate in a facilitated discussion which addresses the following:

1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
2. Professional, personal, and organizational impacts of the incident
3. Legal and administrative consequences of the behaviors observed
4. Whether or not state sexual harassment reporting guidelines apply to the situation

D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the academy, the student must participate in a facilitated discussion which addresses the following:

1. Whether or not the incident constituted a hate crime under the law
2. Impact of the incident on victims, victim's families and the community
3. Effectiveness of the law enforcement response
4. Legal rights of, and remedies available to the victim(s)

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on cultural diversity/sexual harrassment/hate crimes.

VI. ORINATION DATE

July 1, 1993

VII. REVISION DATES

~~None~~ June 1, 1994



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

PROPOSED REGULATION

1005. Minimum Standards for Training.

(a)(1) through (j)(2) continued.

PAM section D-1-1 adopted effective September 26, 1990 and amended January 14, 1994 is herein incorporated by reference.

PAM section D-1-2 adopted effective September 26, 1990 and amended January 11, 1992 and January 14, 1994 is herein incorporated by reference.

PAM section D-1-3 adopted effective April 15, 1982, and amended January 24, 1985, September 26, 1990, ~~and~~ January 14, 1994, and  
\* is herein incorporated by reference.

(Continued - All incorporation by reference statements in between.)

The document *Training Specifications For The Regular Basic Course - July 1993* adopted effective January 14, 1994, and amended  
\* is herein incorporated by reference.

The document, Performance Objectives for the POST Specialized Basic Investigators Course -1991 adopted effective October 27, 1991 is herein incorporated by reference.

NOTE: Authority cited: Sections 13503, 13506, and 13510, Penal Code.

Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13520, and 13523, Penal Code.

\* To be filled in by OAL.

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to the Regular Basic Course Performance Objectives		Meeting Date April 21, 1994	
Bureau	Reviewed By JH Bern	Researched By Jim Norborn	
Standards & Evaluation	Date of Approval 3-31-94	Date of Report March 14, 1994	
Executive Director Approval Herman P. Bern			
Purpose:		Financial Impact:	
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No	

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

1. Should the Commission approve changes to the regular basic course performance objectives as described in this report?
2. Should the Commission rescind Commission Policy C13 which requires that all major changes to the performance objectives for the regular basic course be approved by the Commission in advance of their adoption?

BACKGROUND

Performance objectives serve as blueprints for constructing the tests administered to regular basic course students. Properly written performance objectives contribute to the reliability and validity of the tests. Conversely, poorly conceived objectives undermine the validity of the tests, misdirect instructional resources, and could create liability for POST under federal and state statutes that proscribe the use of tests that are not job related.

In November 1993, the Commission approved a proposal to remove the performance objectives for the regular basic course from its regulations and to replace them with training specifications. These training specifications provide a more complete, less technical description of the Commission's basic course training requirements than that provided by the performance objectives. However, Commission Policy C13, adopted in October 1981, still requires that major changes to the performance objectives (i.e., additions and deletions) be approved by the Commission in advance of their adoption.

The changes to the performance objectives proposed in this report are the product of a continuous effort by POST and academy staff to review and revise the basic course curriculum and tests to keep them up to date and technically sound. The proposed changes to the performance objectives fall into three categories: (1) the addition of objectives to cover new or previously overlooked topics of sufficient importance to be included in a regular basic course test; (2) the deletion of objectives relating

to topics of only tangential or passing importance; and (3) the deletion of objectives for which reliable and valid tests cannot be constructed. Where an important objective cannot be reliably measured, its substantive content continues to be reflected in mandated instruction in the form of required topics and/or learning activities.

## ANALYSIS

### **Proposed Changes to the Performance Objectives**

It is proposed that four objectives be added and eight objectives be deleted. The rationale for these additions and deletions is described below. All proposed changes to the performance objectives are consistent with the proposed changes to *Training Specifications for the Regular Basic Course - July 1993*, described in a separate agenda item.

- **Changes to Learning Domain #6: Crimes Against Property**

**Proposed Change:** Delete objective 3.13.4, possession of burglary tools

**Rationale:** The multiple-choice test items developed for this objective are either ambiguous or the answer is obvious. This problem stems from the fact that possession of a screwdriver or one of the other tools listed in Penal Code §466 is unlawful only when the possessor intends to use it to enter a building illegally. This intent is difficult to establish in a multiple-choice test item without giving away the answer. Since only unambiguous items can be included in an objective test, the answers to the burglary-tool items are obvious. Including such items in the crimes-against-property test weakens the test by inflating the scores of poor students who would otherwise fail. If, as proposed, this objective is deleted, the topic of burglary tools would still be covered during instruction.

**Proposed Change:** Delete objective 3.15.2, cruelty to animals

**Rationale:** The multiple-choice test items developed for this objective are too easy. That is, every student gets the items right. The purpose of the test is to determine whether students have acquired the specialized knowledge needed to be a peace officer. Because of the nature of this crime, even an untrained person can recognize that failing to feed or care for animals is "cruelty to animals." Including such items in the crimes-against-property test weakens the test by inflating the scores of poor students who would otherwise fail. If this objective is deleted as proposed, the topic of cruelty to animals would still be covered during instruction.

- **Changes to Learning Domain #7: Crimes Against Persons**

**Proposed Change:** Delete objective 3.23.6, hate crimes

**Rationale:** A separate agenda item proposes expanding the curriculum on hate crimes and moving it to Domain #42. The expanded curriculum includes a learning activity that requires students to analyze reenacted crimes and determine if they are hate crimes. In the opinion of academy subject matter experts, the greater prominence given hate crimes in Domain #42 will make the existing coverage in Domain #7 unnecessarily redundant.

**Proposed Change:** Add objective 3.25.2, carjacking

**Rationale:** Because of the prevalence of "carjacking," the legislature recently enacted Penal Code §215 making carjacking a felony punishable by three, five, or nine years in state prison. For this reason, academy subject matter experts recommend adding this objective to the crimes-against-persons test.

- Changes to Learning Domain #8: General Criminal Statutes

**Proposed Change:** Delete objective 3.22.3, public nuisance

**Rationale:** Penal Code §370 and §372 makes any act that is injurious to health, indecent, offensive to the senses, obstructive to the free use of property, etc., etc., etc. a misdemeanor. The omnibus nature of this statute and differences in its application from county to county have made test item development a virtual impossibility. If this objective is deleted as proposed, the topic of public nuisance and the application of Penal Code §370 and §372 would still be covered during instruction.

- Changes to Learning Domain #15: Laws of Arrest

**Proposed Change:** Delete objectives 1.11.1, 1.11.3, and 1.11.4 relating to problem solving and decision making

**Rationale:** These objectives were an attempt to evaluate whether students had acquired general problem-solving and decision-making skills that could be applied in any situation. However, research has shown that problem solving skills are domain specific. That is, expertise in solving problems in one domain does not transfer to other domains. At its January 1994 meeting, the Commission approved changes to Domain #3, community relations, that include instruction on a particular problem solving approach (SARA) and its application to specific law enforcement-related problems. Where appropriate, such instruction will be added to other domains. Instruction and testing on general problem-solving and decision-making skills as represented by objectives 1.11.1, 1.11.3, and 1.11.4 are counter-productive and should be discontinued.

**Proposed Change:** Add objective 3.6.3, consensual encounters

For the purpose of protecting the civil rights of the people they serve, officers must be able to distinguish between a *consensual encounter*, a *lawful detention*, and an *arrest*. While students are currently tested on their knowledge of lawful detentions and arrests, they are not tested on consensual encounters. The addition

of this objective would add items on consensual encounters to the laws-of-arrest test.

- Changes to Learning Domain #17: Presentation of Evidence

**Proposed Change:** Delete objective 4.1.5, reasons for the rules of evidence

**Rationale:** This objective requires students to recognize the three primary reasons that underlie the need for rules of evidence. This objective is problematic because officers don't need to know these reasons to do their job. Therefore, items based on this objective could be challenged for lacking job relevance. While instruction on the reasons for having rules of evidence is a useful tool for building an understanding of the judicial system, test items that require students to memorize these reasons are inappropriate and possibly unlawful. If this objective is deleted as proposed, instruction on the reasons for the rules of evidence would continue; however, test items relating to those reasons would no longer be included in the presentation-of-evidence test.

- Changes to Learning Domain #39: Crimes Against the Justice System

**Proposed Change:** Add objective 3.8.9, violation of a court order

**Rationale:** While violations of domestic violence orders are covered in Domain #25, domestic violence, no instruction or testing is provided on violations of other court orders. If this objective is added as proposed, students would be tested on their knowledge of Penal Code §166(a)(4) and §166(c)(4) relating to the enforcement of court orders.

**Proposed Change:** Add objective 3.8.10, providing false information to a peace officer

**Rationale:** Penal Code §148.9, §529, and Vehicle Code §31 make it unlawful to provide false information to a peace officer. In providing officers with the legal knowledge they need to prevent criminals from obstructing or impeding their investigative efforts, these statutes were overlooked. If this objective is added as proposed, students would be tested on their knowledge of Penal Code §148.9, §529, and Vehicle Code §31, as they relate to providing false information to a peace officer.

The complete text of the performance objectives involved in the changes described above are shown in Attachment A in underline-strikeout format.

### **Commission Policy C13**

As described above, *training specifications* provide a more complete, less technical description of the Commission's basic course training requirements than that provided by the performance objectives. Changes to the training specifications, because they have the force of law, require both the Commission's approval and the approval of the Office of Administrative Law. In contrast, the performance objectives serve as technical guides for constructing tests and do not have the force of law. For the most part, substantive changes to the performance objectives are also reflected in the changes to the training specifications. As a result, reviewing changes to both the training specifications and the performance objectives is largely redundant. Given this redundancy, the Commission may wish to consider rescinding Commission Policy C13 and eliminating the requirement that the Commission approve all major changes to the performance objectives.

#### **SUMMARY**

**Changes to the Performance Objectives.** The proposed changes to the performance objectives would add four objectives that require students to demonstrate knowledge that they need to perform the duties of a patrol officer. In addition, eight objectives would be deleted, four for reasons relating to testing issues and four for reasons relating to instructional issues. Collectively, these changes would improve the quality of instruction and testing in the basic course. Appendix A contains the complete text of the proposed changes.

**Commission Policy C13.** Commission Policy C13 requires the Commission to approve all major changes to the performance objectives. Because these changes are typically reflected in the training specifications, this approval process is largely redundant. The Commission can eliminate this redundancy by rescinding Commission Policy C13.

#### **RECOMMENDATIONS**

1. Approve the proposed changes to the regular basic course performance objectives
2. Rescind Commission Policy C13.

ATTACHMENT A:  
PROPOSED CHANGES TO THE REGULAR BASIC COURSE PERFORMANCE OBJECTIVES

**LEARNING DOMAIN #6  
CRIMES AGAINST PROPERTY**

**KNOWLEDGE TEST:**

- ~~3.13.4~~ Given a word picture depicting the possession of burglary tools, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 466)
- ~~3.15.2~~ Given a word picture depicting possible cruelty to animals, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 597)

**LEARNING DOMAIN #7  
CRIMES AGAINST PERSONS**

**KNOWLEDGE TEST:**

- ~~3.23.6~~ Given a word picture depicting a possible act of terrorism against a person or obstructions in the act of religion, the student will identify if the crime has occurred. The student will also identify if the crime is an interference with the person's civil rights (hate crime). (Penal Code Sections 422.6, 11411, 11412, and 11413) (6-1-93)
- 3.25.2 Given a word picture depicting a possible carjacking, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Section 215)

**LEARNING DOMAIN #8  
GENERAL CRIMINAL STATUTES**

**KNOWLEDGE TEST:**

- ~~3.22.3~~ Given a word picture depicting a possible public nuisance, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 370 and 372)

**LEARNING DOMAIN #15  
LAWS OF ARREST**

**KNOWLEDGE TEST:**

- ~~1.11.1~~ Given a direct question, the student will identify the steps involved in problem solving including:
- ~~A. Identifying the problem~~
  - ~~B. Analyzing the problem~~



- ~~C. Developing alternatives~~
- ~~D. Selecting solution~~
- ~~E. Implementing decision~~
- ~~F. Evaluating action~~

~~1.11.3 Given a direct question, the student will identify the potential consequences of an officer's application of discretionary decision-making including:~~

- ~~A. Death or injury~~
- ~~B. Additional crime~~
- ~~C. Civil and vicarious liability~~
- ~~D. Officer discipline~~
- ~~E. Embarrassment to department~~

~~1.11.4 Given a word picture depicting a field incident which requires an officer to make a decision on how to terminate the contact, the student will identify whether the decision was acceptable.~~

3.6.3 Given a word picture depicting a law enforcement contact with a person, the student will identify if the contact constitutes a consensual encounter. For a contact to be considered a consensual encounter:

- A. The person must be under no obligation to cooperate or answer questions
- B. The person is free to leave
- C. The person must believe they are free to leave

#### **LEARNING DOMAIN #17**

#### **PRESENTATION OF EVIDENCE**

#### **KNOWLEDGE TEST:**

~~4.1.5 Given a direct question, the student will identify the main purpose of the "Rules of Evidence" as protecting the jury from seeing or hearing evidence that is: (1-1-89)~~

- ~~A. Likely to confuse the issues (e.g., irrelevant or unreliable evidence)~~
- ~~B. Unfairly prejudicial (e.g., other "bad" acts of the defendant unrelated to the charges)~~
- ~~C. Unduly time consuming to present in court~~

LEARNING DOMAIN #39  
CRIMES AGAINST THE JUSTICE SYSTEM

**KNOWLEDGE TEST:**

- 3.23.6 Given a word picture depicting a possible violation of a court order, the student will identify if the crime is complete, and if the crime is complete, will identify it by its common name and crime classification. (Penal Code Sections 166(a)(4) and 166(c)(4))
- 3.23.7 Given a word picture depicting the possible providing of false information to a peace officer, the student will identify if the crime is complete, and if it is complete, will identify it by its common name and crime classification. (Penal Code Sections 148.9 and 529 and Vehicle Code Section 31)

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Evaluation of Pilot Program to Award CPT Credit for Viewing Telecourse Videotapes</b>		Meeting Date <b>April 21, 1994</b>
Bureau	Reviewed By	Researched By <b>John Berner</b>
Executive Director Approval <i>William C. Boehm</i>	Date of Approval <i>4-6-94</i>	Date of Report <b>March 20, 1994</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

**ISSUE**

Report on pilot program to award Continuing Professional Training (CPT) credit for viewing videotape recordings of POST telecourses.

**BACKGROUND**

In July 1992 the Commission approved a one-year pilot program to award CPT credit for viewing videotape recordings of POST telecourses. The program went into effect in January 1993. This report summarizes the findings of an evaluation of the program conducted by POST staff. More detailed findings are presented in the attachment.

**ANALYSIS**

Four different groups were surveyed: Chief Executives, Training Managers, and Telecourse Coordinators from the 262 agencies certified to participate in the program, and a sample of 533 Trainees from the 64 agencies that had submitted rosters for CPT credit. Survey response rates ranged from a low of 15.8% for Training Managers, to a high of 48.4% for Telecourse Coordinators.

Key findings of the evaluation were as follows:

In general, the program is viewed as a cost-effective means of providing training for CPT credits that should be continued. At the same time, there is widespread agreement that telecourse videotape training has its limitations, and that such training should be viewed as a valuable supplement to traditional and "hands on" instruction. In this regard, many expressed reservations about an individual being able to satisfy the CPT requirement (24 hours of training every 2 years) by attending telecourse videotape training exclusively.

Program Implementation and Administration: With few exceptions, the procedures for receiving POST certification and for documenting course attendance in order to receive CPT credit received high marks, as did

the manner in which POST distributes required training materials (videotapes, workbooks, etc.).

#### Program Requirements:

**Student Workbooks:** A significant percentage of Trainees reported that they "Seldom" or "Never" referred to the required workbook during training. While the general consensus seems to be that the workbooks are good references, the content of the workbooks is largely redundant with that presented in the videotapes, and opinions differ as to the need for the documents.

**Attendance by Telecourse Coordinator:** Opinions concerning the requirement that the Telecourse Coordinator be present during all training also varied. While slightly over half of the Training Managers and Telecourse Coordinators support the requirement, the requirement was frequently mentioned as something that diminishes the accessibility and cost effectiveness of the training, as well as a factor that has influenced agency participation in the program. Compliance with the requirement is also far from universal.

**Viewing Videotape in its Entirety:** The requirement that each tape be viewed in its entirety in a single sitting was also frequently mentioned as reducing the cost effectiveness of the program, and limiting agency participation. Further, many regard shortening the tapes and/or formatting the tapes in discreet segments that can be viewed over time, as viable means of making the training more interesting, thereby improving the quality of the training. Unlike the requirement that the Telecourse Coordinator always be in attendance, compliance with this requirement is reported as being very high.

#### Quality of Training:

Trainees generally agreed that the training is interesting, informative and effective; and more recently developed courses received significantly higher ratings than initial course offerings. A significant percentage of Telecourse Coordinators (42.3%) and Trainees (41.3%) expressed some level of concern over not having a subject matter expert (SME) present during training, and slightly over one-third of Trainees (35.2%) expressed some degree of frustration with not having the ability to engage in classroom discussion.

#### Program Improvements:

Predominant among the suggestions for improving the program were the following:

- o Improve the tapes by: (1) incorporating more scenarios and less panel discussion, (2) using more dynamic speakers, and (3)

partitioning the tapes into segments that can be viewed in increments.

- o Eliminate the requirements that the tapes be viewed in their entirety in one sitting, and that a Telecourse Coordinator be present at all times.

Trainees frequently mentioned that the program would be enhanced by the presence of an on-site SME/instructor, and by the opportunity for group discussion.

#### Program Participation:

Of the 572 agencies eligible to participate in the program, fewer than half (45.8%) had requested and received POST certification as of the date of the survey, and only 64 agencies (11.2%) had actually submitted rosters for CPT credit.<sup>1</sup> Among those agencies certified but not yet utilizing the program, frequent mention was made of staffing shortages and prohibitive overtime costs as contributing factors.

#### RECOMMENDATIONS

1. Continue the current policy of awarding Continuing Professional Training (CPT) credits for viewing videotape recordings of POST telecourses.
2. Direct staff to consider options for addressing the key evaluation findings, and to report back with recommendations in July.

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<sup>1</sup>As of March 31, 1994, the number of agencies certified to participate in the program had increased to 275, and the number of agencies submitting rosters had increased to 100.

## Methodology

Survey questionnaires were used to collect all evaluation information. Four different groups were surveyed: Chief Executives, Training Managers, Telecourse Coordinators, and Trainees. The survey questions addressed several general topics, including: overall merits/value of the program, ease of program administration, quality of training received, and suggestions for improvement. To encourage complete candor, respondents were not asked to disclose their names or the names of their agencies, and an envelope was provided for returning each completed questionnaire directly to POST.

The survey samples were selected in early December 1993. At that time, 262 agencies were certified to present telecourse videotape training for CPT credit, and 64 of these agencies had actually returned Trainee rosters for purposes of receiving CPT credit. The total number of Trainees listed on the rosters was 1,225; the total number of training events attended by the Trainees was 2,151.

All 262 certified presenters were mailed a package of materials which included one copy each of the surveys for Chief Executives, Training Managers, and Telecourse Coordinators. The 64 agencies that had submitted Trainee rosters also received one or more copies of the survey for Trainees. Each Trainee survey was addressed to a specific individual on a detachable label. In consideration of the workload associated with completing the surveys, the following limits were placed on the number of Trainees surveyed in any one agency:

Table 1: Limits on Number of Trainees Surveyed from Each Agency

No. of Officers in Agency	Maximum No. of Trainees Surveyed
1 - 99	Greater of 6 or 20%
100 - 499	Greater of 6 or 10%
500+	Greater of 6 or 5%

Application of these rules resulted in a total of 533 of the 1,225 Trainees (43.5%) from the training rosters being surveyed. The largest number of Trainees surveyed from a single agency was 47. In selecting the individual Trainees to be surveyed from the different agencies, care was taken to select individuals so as to maximize overall coverage of the different telecourses attended for CPT credit.<sup>1</sup>

<sup>1</sup>Unlike the other surveys, each survey for Trainees referred to a specific telecourse (e.g., Hate Crimes), and called for the respondent to answer all questions with reference to that course.

Also included in the package mailed to each certified presenter was a postcard to be completed and returned to POST if the agency had yet to implement the program.<sup>2</sup>

## Results

**Response Rates:** Response rates for the Chief Executive, Training Manager, and Telecourse Coordinator surveys are shown in Table 2. Two different response rates are shown for each group: the rate for the 64 presenters that had submitted rosters for CPT credit, and the rate for all 262 presenters that were certified to participate in the program.

Seventy-two agencies returned postcards, indicating that they had yet to implement the program. Accordingly, the response rates shown in the right hand column of Table 2 were computed by dividing by 190 ( $262-72=190$ ). However, even these rates are almost certainly underestimates of the percentages of Chief Executives, Training Managers and Telecourse Coordinators who could have responded (i.e., are from agencies that have implemented the program, even though they may have not yet submitted rosters). Unfortunately, it is not possible to calculate these latter percentages due to the unknown number of agencies that had actually implemented the program at the time of the survey<sup>3</sup>

The response rates for Chief Executives and Training Managers from the 64 presenters that had submitted rosters (34.3% and 16.1%, respectively) are very disappointing.

Table 2: Response Rates for Chief Executives, Training Managers and Telecourse Coordinators

Survey Group	Presenters that Submitted Rosters (N=64)	All Certified Presenters (N=262)
Chief Executives	22 (34.3%)	53 (27.9%)
Trng. Managers <sup>4</sup>	9 (16.1%)	27 (15.8%)
Tel. Coordinators	41 (64.1%) <sup>5</sup>	92 (48.4%) <sup>6</sup>

<sup>2</sup>Those who returned postcards were directed to discard all other survey materials.

<sup>3</sup>198 presenters had not submitted rosters as of the date of the survey ( $262-64=198$ ). Subtracting 72 from this number (those that returned postcards) leaves 126. Among these 126 presenters, 53 are known to have implemented the program, by virtue of the fact that 53 Telecourse Coordinator surveys were returned from presenters that had not submitted rosters. This leaves 73 presenters for which the implementation status of the program is unknown.

<sup>4</sup>Training Managers who also serve as Telecourse Coordinators were instructed to complete the Telecourse Coordinators survey only. Response rates take into account corresponding reductions in the potential number of Training Managers surveys that could have been returned.

The overall response rate for Trainees was 42.8%. Table 3 shows the number and percent of Trainee surveys that were returned for each individual telecourse. Also shown are the number of Trainees who were listed on the rosters received by POST at the time of the survey (i.e., the survey population for each course).

Table 3: Survey Populations, Survey Samples and Response Rates for Trainee Survey

Telecourse	Trainees	Survey Sample	Returns	Response Rate
Missing Persons	82	27	6	22.2%
Dev. Disabled/Mentally Ill	97	30	16	53.3%
Sudden Infant Death Syndrome	26	10	9	90.0%
Hate Crimes	180	38	14	36.8%
Staying Healthy	124	37	13	35.1%
Ethics	276	47	11	23.4%
Tactical Comm. (Verbal Judo I)	132	35	19	54.3%
Courtroom Testimony	270	41	10	24.4%
Cultural Awareness	208	40	20	50.0%
CPOA/POST Legal Update	188	38	19	50.0%
Street Gangs Part I - Hispanic	71	26	17	65.4%
Interview Techniques	88	27	14	51.9%
Interrogation Techniques	70	27	12	44.4%
Forensic Technology	18	17	7	41.2%
Surviving Deadly Assaults	186	31	16	51.6%
Tactical Intervention	46	16	4	25.0%
Street Gangs Part II - Asian	81	39	18	46.2%
Law Enf. Resp. to Domestic Violence	7	6	2	33.3%
Fear Management	1	1	1	100.0%
TOTAL	2,151	533	228	42.8%

<sup>5</sup>Includes 19 returns from Telecourse Coordinators who also serve as Training Managers.

<sup>6</sup>Includes 19 returns from Telecourse Coordinators who also serve as Training Managers.



Table 4 shows the response rates for Trainees from different agency type categories; Table 5 the response rates for Trainees from different agency size categories. With few exceptions, the response rates were very consistent across agency size and type categories.

Table 4: Response Rates by Agency Type for Trainee Survey

Agency Type	Mailed	Returned	Response Rate
Police Department	367	154	42.0%
Sheriff's Department	95	42	44.2%
Community College	27	11	40.7%
Marshal's Office	11	5	45.5%
District Attorney's Office	6	0	0.0%
Other POST Agencies	27	16	59.3%
TOTAL	533	228	42.8%

Table 5: Response Rates by Agency Size for Trainee Survey

Agency Size	Mailed	Returned	Response Rate
1-24	161	66	41.0%
25-49	124	53	42.8%
50-99	99	43	43.4%
100-199	39	13	33.3%
200-499	27	7	25.9%
500+	83	46	55.4%
TOTAL	533	228	42.8%

Agencies Represented by Survey Respondents: Tables 6 and 7 compare the agencies represented by the survey respondents with the agencies that constituted the 262 certified presenters at the time of the survey. Table 6 shows the comparisons by agency type; Table 7 by agency size. In general, the types of agencies represented by the survey respondents are very comparable to the types of agencies that make up the 262 certified presenters. With respect to agency size, agencies with 100 or more officers are generally under-represented by the survey respondents--most notably for Chief Executives and Training Managers.

**Table 6: Breakdown by Agency Type of Certified Presenters and Agencies Represented by Survey Respondents**

	Certified Presenters (N=262)		Agencies Represented by Survey Respondents					
			Chief Execs.		Trng. Mgrs.		Tel. Coords.	
Agency Type	N	% Tot	N	% Tot	N	% Tot	N	% Tot
Police Dept.	184	70.2%	41	77.4%	19	70.4%	71	75.5%
Sheriff's Dept.	32	12.2%	3	5.7%	3	11.1%	9	9.6%
State College	5	1.9%	1	1.9%	1	3.7%	1	1.1%
Univ. of Cal	6	2.3%	1	1.9%	0	0.0%	2	2.1%
Comm. College	5	1.9%	1	1.9%	0	0.0%	3	3.2%
Marshal's Offc.	4	1.5%	2	3.8%	1	3.7%	1	1.1%
DA's Office	10	3.8%	1	1.9%	2	7.4%	2	2.1%
Other	16	6.1%	3	5.7%	1	3.7%	5	5.3%
TOTAL	262	100%	53	100%	27	100%	94	100%

**Table 7: Breakdown by Agency Size of Certified Presenters and Agencies Represented by Survey Respondents**

	Certified Presenters (N=262)		Agencies Represented by Survey Respondents					
			Chief Execs.		Trng. Mgrs.		Tel. Coords.	
Agency Size	N	% Tot	N	% Tot	N	% Tot	N	% Tot
1-24	106	40.5%	28	52.8%	13	48.1%	39	41.5%
25-49	55	21.0%	13	24.5%	9	33.3%	23	24.5%
50-99	49	18.7%	10	18.9%	3	11.1%	18	19.1%
100-199	28	10.7%	2	3.8%	0	0.0%	10	10.6%
200-499	17	6.5%	0	0.0%	2	7.4%	4	4.3%
500+	7	2.7%	0	0.0%	0	0.0%	0	0.0%
TOTAL	262	100%	53	100%	27	100%	94	100%

Table 8 shows the predominant ranks of the survey respondents from each of the four response groups. The predominant rank of Training Managers and Telecourse Coordinators is Sergeant; 58.7% of the Trainees are Officers (46.3%) or Deputy Sheriffs (12.4%), and roughly one in five (21.6%) are Sergeants.

Table 8: Predominant Ranks of Survey Respondents

Rank	Survey Response Group							
	Chief Execs. <sup>7</sup>		Training Mgrs. <sup>8</sup>		Tel. Coords. <sup>9</sup>		Trainees <sup>10</sup>	
	Number	% Total	Number	% Total	Number	% Total	Number	% Total
Chief	28	87.5%						
Captain	2	6.2%	2	9.1%				
Lt./Commander			5	22.7%	14	16.3%		
Sergeant			11	50.0%	54	62.8%	47	21.6%
Detective/Inv.							30	13.8%
Police Officer			3	13.6%	7	8.1%	101	46.3%
Deputy Sheriff							27	12.4%

Program Implementation and Administration:

**Certification Requirements:** Training Managers and Telecourse Coordinators were asked to evaluate the procedures for receiving POST certification to participate in the program. As shown in Table 9, there was widespread agreement among both groups that the procedures are easy to understand and follow. The few who disagreed commented that they felt the paperwork was unnecessarily burdensome.

Table 9: POST Certification Requirements

The procedures for receiving POST certification were easy to understand and follow (i.e., sending a Letter of Intent, submitting the various required forms).				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	0	0	1	1.06
Disagree	0	0	0	0
Somewhat Disagree	1	3.70	1	1.06
Not Sure	1	3.70	0	0
Somewhat Agree	1	3.70	4	4.26
Agree	15	55.56	65	69.15
Strongly Agree	9	33.33	23	24.47

<sup>7</sup>Rank not reported by 26 respondents.

<sup>8</sup>Rank not reported by 5 respondents.

<sup>9</sup>Rank not reported by 8 respondents.

<sup>10</sup>Rank not reported by 10 respondents.

**Orientation Videotape:** Both groups also evaluated a short orientation videotape produced by POST which describes the duties and responsibilities of the Telecourse Coordinator. Again, as reflected in Table 10, agreement was widespread that the videotape is useful. Many respondents commented favorably on the overall quality and utility of the videotape.

Table 10: Orientation Videotape

The orientation videotape provided by POST prepared our department's telecourse coordinator to carry out his/her responsibilities.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Somewhat Disagree	0	0	0	0
Not Sure	3	11.11	1	1.08
Somewhat Agree	1	3.70	7	7.53
Agree	14	51.85	57	61.29
Strongly Agree	9	33.33	27	29.03

**Receipt of Training Materials:** As reflected in Table 11, all but a small percentage of Training Managers (11.11%) and Telecourse Coordinators (6.38%) agreed that POST has done a good job of sending the materials necessary to run the program (videotapes, training manuals, etc.). Those who disagreed cited delays in receiving certain materials, or receipt of partial materials. Among the many positive comments received were several references to POST employee Julie Marshall, who is responsible for this component of the program.

Table 11: Program Materials

POST has done a good job of sending all the materials needed for the program.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
	0	0	0	0
Disagree	0	0	0	0
Somewhat Disagree	3	11.11	6	6.38
Not Sure	0	0	0	0
Somewhat Agree	4	14.81	11	11.70
Agree	11	40.74	42	44.68
Strongly Agree	9	33.33	35	37.23

Program Requirements:

**Attendance by Telecourse Coordinator at all Training Sessions:**

One of the program requirements is that the Telecourse Coordinator be present for the duration of all videotape training sessions. As shown in Table 12, both Training Managers and Telecourse Coordinators were split on the need for this requirement. Among Training Managers, 55.55% expressed some level of agreement with the need for the requirement, 29.63% expressed otherwise, and 14.81% are "Not Sure." Among Telecourse Coordinators, 59.58% favor the requirement, 36.17% do not favor the requirement, and 4.26% are "Not Sure." For both groups, those who support the requirement most often commented the requirement is necessary to ensure the integrity of the program. The many comments received from those who do not favor the requirement focused on two central themes: the inherent difficulty in meeting the requirement (due to the fact that officers are trained on all shifts, etc.); and costs (with frequent mention made of the need to pay overtime). In this regard, among those presenters who returned postcards (i.e., had not yet implemented the program), frequent reference was made to this requirement as a reason why the program has not and may never be implemented (even though the videotapes may be used for roll call and other training). A number of respondents suggested that "spot checks" be permitted as an alternative to having the Telecourse Coordinator present at all times.

Table 12: Requirement that Telecourse Coordinator be Present

POST should continue to require that a telecourse coordinator be present during all videotape training that qualifies for CPT credit.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	1	3.70	6	6.38
Disagree	5	18.52	13	13.83
Somewhat Disagree	2	7.41	15	15.96
Not Sure	4	14.81	4	4.26
Somewhat Agree	1	3.70	15	15.96
Agree	8	29.63	26	27.66
Strongly Agree	6	22.22	15	15.96

To estimate compliance with the requirement, Trainees were asked to indicate the percent of time the Telecourse Coordinator was present during training. As indicated in Table 13, slightly over half (51.8%) of the Trainees indicated that the Telecourse Coordinator was always present. However, 15.5% of the Trainees indicated that the Telecourse Coordinator was never present, and the average percent of time the Telecourse Coordinator was present was 69.0%. Thus, in addition to there being considerable differences in opinion regarding the merits of requiring the presence of the Telecourse Coordinator during all training, considerable differences were found in the degree to which participating agencies are actually complying with this requirement.

Table 13: Attendance by Telecourse Coordinator

During the telecourse videotape training, approximately what percent of the time was the on-site coordinator in the room with you?			
Percent Time	Count	Percent	Cumulative Percent
0	34	15.5	15.5
1	2	0.9	16.4
5	6	2.7	19.1
10	12	5.5	24.5
20	1	0.5	25.0
25	2	0.9	25.9
30	5	2.3	28.2
35	1	0.5	28.6
50	9	4.1	32.7
60	1	0.5	33.2
65	1	0.5	33.6
70	2	0.9	34.5
75	2	0.9	35.5
80	6	2.7	38.2
85	1	0.5	38.6
90	11	5.0	43.6
99	2	0.9	48.2
100	114	51.8	100.0

**Showing Telecourse Videotape in its Entirety:** Another requirement of the program is that all videotapes be shown from start to finish, rather than in shorter, discrete segments. As reported by Trainees, overall compliance with this requirement is very good, with 93% of all Trainees indicating that they viewed the specific videotape in question in its entirety. However, frequent mention was made of this requirement in comments received from the various groups. A number of Chief Executives indicated that this requirement has had the effect of limiting the number of officers trained. Among certified presenters that have yet to implement the program, the inability to take officers "off the street" for two hours at a time, as well as the inability to do so without paying overtime, were frequently mentioned as reasons why the program has not been implemented. Further, a number mentioned this requirement as a reason why the videotapes will be used, but not for purposes of receiving CPT credit.

**Student Workbooks:** A third requirement of the program is that Trainees use the student workbook that accompanies each course. Trainees were asked a series of questions about the workbooks, including whether they received a workbook, how often they referred to the workbook, how effective they found the workbook, and whether they were able to retain the workbook for future reference. As shown in Table 14, the vast majority of Trainees received a workbook and were able to keep it at the conclusion of training. Opinions concerning the effectiveness of the workbooks were somewhat mixed, with 36.5% of the Trainees reporting the workbooks are "Very Effective" and 14.6% of the Trainees reporting the workbooks are "Not At All Effective." Further, over half the Trainees (56.1%) reported they "Seldom" or "Never" referred to the workbook during the training.

As currently constructed, the student workbooks consist of reference materials that highlight the key instructional points in the videotapes. The workbooks contain no exercises, nor is the Trainee required to interact in any way with the workbook materials. Those who evaluated the workbooks favorably most often commented that the workbooks are good references that make it easier to follow the videotape and/or will have value long after training. On the other hand, those who were less supportive of the workbooks, most often commented that the workbooks are unnecessary because they are redundant with the tapes (i.e., everything that is in the workbooks is on the videotapes).



Table 14: Student Workbooks

Were you provided with a copy of the POST-developed workbook that accompanies the videotape?		
	Count	Percent
Yes	197	87.6
No	28	12.4
Were you able to keep the workbook for future reference? <sup>11</sup>		
	Count	Percent
Yes	153	79.3
No	40	20.7
How effective was the workbook as a training aid?		
	Count	Percent
Very Effective	70	36.5
Somewhat Effective	94	49.0
Not At All Effective	28	14.6
How often did you refer to the workbook during the training?		
	Count	Percent
Often	86	43.9
Seldom	97	49.5
Never	13	6.6

Program participants receive one copy of the workbook for each course and are responsible for duplicating all additional copies that may be needed. Several comments were received to the effect that POST should provide all duplicate copies of the workbooks, and two certified presenters mentioned the costs of duplicating the workbooks as a contributing factor in not implementing the program.

**Typical Training Experience:** Trainees were asked a series of questions about their particular training experience. The vast majority of Trainees (85.3%) reported being on duty during training. Over three-fourths (75.1%) received at least 5 days advance notice to report for training, with the mode being 7 days (23.0% of cases).

<sup>11</sup>14.9% of the Telecourse Coordinators reported that their agency's policy is to collect the student workbooks; 76.6% reported that the Trainee either keeps the workbook (25.5%) or is given the option to keep the workbook (51.1%).

Approximately two-thirds (67.1%) neither requested nor objected to attending the training; 28.9% had requested the training; and 3.9% attended the training against their will. Training most often commenced sometime between 8 a.m. and 6 p.m. (76.3% of cases), with the mode being 8 a.m. (16.8% of cases). The room used for training was most often a briefing room (45.8% of cases) or a conference room (24.7% of cases). The number of other Trainees present ranged from 0 (11.7% of cases) to 50 (0.4% of cases), with the average being 9.18. Approximately 1 in 10 Trainees (10.2%) had to leave the training for reasons other than a scheduled break. Very rarely was the training room being used for some other purpose during the time of training (3.1% of cases). As shown in Table 15, in general, the training environment was evaluated favorably.

Table 15: Training Environment

<b>The room used for training was sufficient for me to sit comfortably, review materials, and take notes.</b>		
	Count	Percent
Strongly Disagree	3	1.3
Disagree	5	2.2
Somewhat Disagree	5	2.2
Not Sure	1	0.4
Somewhat Agree	11	4.8
Agree	126	55.5
Strongly Agree	76	33.5
<b>During the training, distractions were minimal.</b>		
	Count	Percent
Strongly Disagree	2	0.9
Disagree	5	2.2
Somewhat Disagree	7	3.1
Somewhat Agree	26	11.5
Agree	133	58.6
Strongly Agree	54	23.8
<b>I was able to hear and view the videotape without difficulty.</b>		
	Count	Percent
Strongly Disagree	2	0.9
Disagree	1	0.4
Somewhat Disagree	1	0.4
Somewhat Agree	8	3.5
Agree	133	58.6
Strongly Agree	82	36.1
<b>The on-site coordinator established an appropriate learning environment.<sup>12</sup></b>		
	Count	Percent
Strongly Disagree	6	2.8
Disagree	6	2.8
Somewhat Disagree	5	2.3
Not Sure	7	3.3
Somewhat Agree	33	15.5
Agree	112	52.6
Strongly Agree	44	20.7

<sup>12</sup>Not reported by 15 Trainees.

**Quality of Training:** Trainees were asked to evaluate how interesting, useful and effective they found the training. As shown in Table 16, the evaluations were generally favorable, although far from unanimous: 14.5% of the Trainees did not find the training interesting, and the majority of Trainees (55.1%) rated the training as only "Somewhat Effective." No comments were received from those who indicated the training was not interesting (14.5%) or informative (7.5%). Those who questioned the effectiveness of the training (8.8%) most often commented that the training was "nothing new," or was "dry," repetitive or too lengthy. Consistent with these findings, when asked to describe the feedback they had received about the training, all other groups reported the same kinds of comments ("dry," "too lengthy," etc.) with some degree of regularity.

Table 16: Trainee Evaluations of Quality of Training

The training was interesting		
	Count	Percent
Strongly Disagree	10	4.4
Disagree	13	5.7
Somewhat Disagree	10	4.4
Not Sure	5	2.2
Somewhat Agree	55	24.2
Agree	100	44.1
Strongly Agree	34	15.0
I gained information from the training that I was able to apply.		
	Count	Percent
Strongly Disagree	7	3.1
Disagree	8	3.5
Somewhat Disagree	2	0.9
Not Sure	15	6.6
Somewhat Agree	38	16.8
Agree	120	53.1
Strongly Agree	36	15.9
How effective was the training?		
	Count	Percent
Not at all Effective	20	8.8
Not Sure	5	2.2
Somewhat Effective	125	55.1
Very Effective	77	33.9

Due to the small number of Trainees who evaluated each of the individual telecourses (see Table 3), meaningful comparisons of the individual courses are not possible. However, the numbers were sufficient to compare the earlier developed courses with those developed more recently. This was done by comparing the evaluations for the first nine telecourses developed (the first nine telecourse listed in Table 3) with the evaluations for the remaining ten telecourses.<sup>13</sup> Table 17 provides this comparative information, and shows that for all three evaluation criteria (interest level, information value, and effectiveness) the more recently developed courses received more favorable evaluations than the earlier developed courses.<sup>14</sup>

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<sup>13</sup>The first nine courses were compared with the subsequent ten courses because this division point most closely equalized the number of Trainees in each group (118 versus 110).

<sup>14</sup>Tests for significant differences in the mean ratings for the two sets of courses were also conducted. All differences were significant at .01 level or better, with higher ratings being given to the more recent course offerings.

Table 17: Evaluations of Initial and Recent Telecourses

	Initial Telecourses		Recent Telecourses	
The training was interesting.				
	Count	Percent	Count	Percent
Strongly Disagree	7	5.9	3	2.8
Disagree	9	7.6	4	3.7
Somewhat Disagree	5	4.2	5	4.6
Not Sure	4	3.4	1	0.9
Somewhat Agree	36	30.5	19	17.4
Agree	48	40.7	52	47.7
Strongly Agree	9	7.6	25	22.9
I gained information from the training that I was able to apply.				
	Count	Percent	Count	Percent
Strongly Disagree	5	4.2	2	1.9
Disagree	7	5.9	1	0.9
Somewhat Disagree	1	0.8	1	0.9
Not Sure	9	7.6	6	5.6
Somewhat Agree	20	16.9	18	16.7
Agree	64	54.2	56	51.9
Strongly Agree	12	10.2	24	22.2
How effective was the training?				
	Count	Percent	Count	Percent
Not at all Effective	16	13.7	4	3.6
Not Sure	2	1.7	3	2.7
Somewhat Effective	70	59.8	55	50
Very Effective	29	24.8	48	43.6

**Impact of Unique Features of Training:** All groups but Chief Executives were asked a series of questions regarding features unique to the program.

**Absence of Subject Matter Expert (SME):** POST does not require, nor is it presumed that agencies provide, a subject matter expert (SME) who can elaborate upon or respond to questions raised by the videotape material. As indicated in Table 18, a notable percentage of respondents from each group expressed some level of concern over the absence of an SME, with the percentage being less for Training Managers (14.8%) than for Telecourse Coordinators (42.3%) and Trainees (41.3%). Few comments were received from those who expressed reservations. Those that were received either made reference to the desirability of live instruction, noted that an effort is made to have a knowledgeable person present, or observed that the consequences of not having an SME present depends on the specific training topic.

Table 18: Absence of Subject Matter Expert (SME)

Not having a subject-matter expert available to respond to questions or elaborate upon the videotape material detracts from the overall effectiveness of the training.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	2	7.41	3	3.85
Disagree	10	37.04	24	30.77
Somewhat Disagree	10	37.04	15	19.23
Not Sure	1	3.7	3	3.85
Somewhat Agree	3	11.11	27	34.62
Agree	1	3.7	6	7.69
Strongly Agree	0	0	0	0
The training would have been more effective if a subject-matter expert had been available to answer my questions. (Question asked of trainees)				
	Count	Percent		
Strongly Disagree	20	8.9		
Disagree	46	20.4		
Somewhat Disagree	26	11.6		
Not Sure	40	17.8		
Somewhat Agree	41	18.2		
Agree	38	16.9		
Strongly Agree	14	6.2		

**Absence of Instructor:** Training Managers and Telecourse Coordinators were asked whether those who attend the training express frustration over not having an instructor available to answer questions or elaborate upon the videotape materials. As shown in Table 19, 11.1% of Training Managers and 18.3% of Telecourse Coordinators indicated some level of frustration is expressed by Trainees. Very few comments were received from those who indicated concern, and they centered on the preference for live instruction. Those who indicated the absence of a instructor is not problematic most often mentioned that they have yet to receive a complaint or that they have presented only one course.

Table 19: Absence of Instructor

Those who attend the training express frustration over the fact that an instructor is not available to answer questions or elaborate upon the videotape materials.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	3	11.11	7	7.53
Disagree	17	62.96	49	52.69
Somewhat Disagree	2	7.41	10	10.75
Not Sure	2	7.41	10	10.75
Somewhat Agree	2	7.41	12	12.90
Agree	1	3.70	5	5.38
Strongly Agree	0	0	0	0

**Absence of Classroom Discussion with Fellow Students:** Trainees were asked whether the inability to engage in classroom discussion detracted from the training. Slightly over one-third of the respondents (35.2%) expressed some level of agreement with this statement, 15.6% were "Not Sure," and the remainder (49.2%) somewhat-to-strongly disagreed with this statement.

**Attentiveness of Trainees:** Training Managers and Telecourse Coordinators were asked to rate the extent to which Trainees are attentive and take the training seriously. Trainees were asked to rate how seriously their fellow Trainees take the training. As reflected in Table 20, only 11.1% of Training Managers expressed reservations or were "Not Sure" about the attentiveness and seriousness with which the training is received, whereas these percentages were 14.9% for Telecourse Coordinators and 21.9% for Trainees. Virtually all of the comments received addressed how attentive the Trainees are, as opposed to whether they take the



training seriously. Those who expressed concerns cited either the length of the tapes, the "dry" nature of the material, or the panel discussions, as distracting influences. Many of those who indicated the Trainees are attentive in general, noted that "it depends on the subject matter."

Table 20: Attentiveness of Trainees

Officers are attentive during the videotape training and take the training seriously				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	0	0	1	1.06
Disagree	0	0	1	1.06
Somewhat Disagree	2	7.41	5	5.32
Not Sure	1	3.70	7	7.45
Somewhat Agree	7	25.93	27	28.72
Agree	12	44.44	44	46.81
Strongly Agree	5	18.52	9	9.57
Other officers took the training seriously. (Question asked of Trainees)				
	Count	Percent		
Strongly Disagree	6	3.1		
Disagree	7	3.6		
Somewhat Disagree	10	5.1		
Not Sure	20	10.2		
Somewhat Agree	39	19.9		
Agree	88	44.9		
Strongly Agree	26	13.3		

**Effectiveness of Training in Comparison to Traditional Classroom**

**Instruction:** All three groups were asked to rate the effectiveness of the training (i.e., videotape and workbook), compared to traditional classroom instruction. As shown in Table 21, the majority of respondents from all three groups characterize the training as "Somewhat Effective" in comparison to traditional instruction, and approximately one-third of the respondents from each group characterize the training as "Very Effective." In general, Trainees

were less favorable in their evaluations, with 8.1% of the respondents from this group characterizing the training as "Not At All Effective" compared to traditional instruction. Favorable comments focused on the cost effectiveness and greater accessibility of the training, and the ability of the student to learn at his/her own pace. Many commented that the major drawback of the training is the loss of student interaction. Some commented that the relative effectiveness of the two approaches depends on the subject matter; others reported that it was "too soon to tell."

Table 21: Effectiveness of Training Compared to Traditional Instruction

	Trng. Mgrs.		Tel. Coords. <sup>15</sup>		Trainees	
	Count	Percent	Count	Percent	Count	Percent
Very Effective	8	29.6	25	32.9	73	33.0
Somewhat Effective	18	66.7	42	55.3	126	57.0
Not At All Effective	1	3.7	4	5.3	18	8.1
Not Sure	0	0.0	5	6.6	4	1.8

#### Overall Views Concerning Program

**Appropriateness of Videotape Training:** As shown in Table 22, both Training Managers and Telecourse Coordinators were close to unanimous in expressing some level of support for the view that telecourse videotape training is an appropriate means of delivering training for CPT credit. Many commented that the training is a good **supplement** to traditional instruction, often followed by some sort of recommendation to limit the number of CPT credits that can be earned by attending telecourse videotape training. Other recurring comments were that the program is cost effective, and that the appropriateness of the training methodology depends on the subject matter.

---

<sup>15</sup>Not reported by 18 Telecourse Coordinators.

Table 22: Appropriateness of Videotape Training

POST telecourse videotape training is an appropriate medium for delivering CPT and meeting the POST CPT requirement.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Somewhat Disagree	1	3.70	1	1.27
Not Sure	0	0	0	0
Somewhat Agree	1	3.70	13	16.46
Agree	13	48.15	34	43.04
Strongly Agree	12	44.44	29	36.71

**Cost Effectiveness:** As shown in Table 23, there is also widespread agreement among Chief Executives, Training Coordinators, and Telecourse Coordinators that telecourse videotape training is a cost effective way of meeting CPT training requirements. Many comments made reference to savings that are realized by being able to train within the agency, and at various times of the day. A number also commented that the program would be even more cost effective if the training could be presented in segments (e.g., during roll call) and/or there was no requirement that the Telecourse Coordinator be present at all times.

Table 23: Cost Effectiveness

POST telecourse videotape training is a cost effective way for my department to meet our officers' CPT training requirements.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	1	3.70	1	1.28
Disagree	0	0	0	0
Somewhat Disagree	1	3.70	1	1.28
Not Sure	1	3.70	0	0
Somewhat Agree	0	0	17	21.79
Agree	10	37.04	21	26.92
Strongly Agree	14	51.85	38	48.72
Is POST telecourse videotape training a cost effective way for your department to meet your officers' CPT training requirements? (Question asked of Chief Executives)				
	Count	Percent		
Yes	50	94.3		
No	3	5.7		

**Continuation of Program:** All groups also strongly endorsed the program, with over 95% of the respondents from each group expressing some level of support for continuing the program (see Table 24). The vast majority of comments were declarations of support for the program, or observations that the program is a good way for officers/departments to get CPT credits. A number of others expressed reservations about being able to meet the CPT requirement by attending telecourse videotape training exclusively.

Table 24: Continuation of Program

POST should continue to grant CPT credit for attendance at telecourse videotape training.				
	Training Managers		Telecourse Coordinator	
	Count	Percent	Count	Percent
Strongly Disagree	0	0	0	0
Disagree	0	0	1	1.27
Somewhat Disagree	0	0	0	0
Not Sure	1	3.70	1	1.27
Somewhat Agree	1	3.70	2	2.53
Agree	9	33.33	29	36.71
Strongly Agree	16	59.26	46	58.23
Should POST continue to grant CPT credit for attendance at POST telecourse videotape training? (Question asked of Chief Executives)				
	Count	Percent		
Yes	51	96.2		
No	2	3.8		

Limiting CPT Credit for Telecourse Videotape Training:

While all groups strongly support continuing the program, the majority of Training Managers (55.6%) and Telecourse Coordinators (53.8%), and 43.4% of Chief Executives expressed concerns over an officer's meeting all of his/her CPT requirements by watching POST telecourse videotapes (see Table 25). The comments on this issue were most often statements as to perceived limitations of videotape training, or expressions of the need for officers to receive some classroom and "hands-on" training.

Table 25: Limiting CPT Credit for Telecourse Videotape Training

I have reservations about the fact that an officer could meet all of his/her CPT requirements by watching POST telecourse videotapes.				
	Training Managers		Telecourse Coordinators	
	Count	Percent	Count	Percent
Strongly Disagree	3	11.11	5	6.25
Disagree	6	22.22	15	18.75
Somewhat Disagree	1	3.70	12	15.00
Not Sure	2	7.41	5	6.25
Somewhat Agree	4	14.81	19	23.75
Agree	7	25.93	16	20.00
Strongly Agree	4	14.81	8	10.00
Do you have reservations about the fact that an officer could meet all of his/her CPT requirements by watching POST telecourse videotapes? (Question asked of Chief Executives)				
	Count	Percent		
Yes	23	43.4		
No	30	56.6		

#### Program Improvements:

All groups were asked what could be done to improve the program. Many suggestions were offered, with the most prevalent being to make greater use of scenarios in the videotapes (and decrease lecture/discussion). Other frequently mentioned ideas were to shorten or segment the tapes, identify more dynamic speakers, and reduce/eliminate the panel discussions. Training Managers and Telecourse Coordinators frequently suggested eliminating the requirements that each tape be viewed in its entirety (i.e., at a single sitting), and that the Telecourse Coordinator be constantly present. Trainees frequently mentioned that the training would be enhanced by access to an instructor or other knowledgeable person, and/or by the opportunity for group discussion. Many respondents indicated that "nothing" needed to be done to improve the program, or that they were "not sure."

Other:

While the views expressed by those who were surveyed are generally favorable, the question remains as to why more agencies haven't sought to participate in the program. As reported earlier, at the time of the survey 262 agencies were certified to present the training.<sup>16</sup> As shown in Table 26, this represents less than half (45.8%) of the total of 572 agencies that are eligible to participate. Further, there is some variation in participation rate by agency type and agency size. Of particular note are the lower than average participation rates for very small agencies (1-25 sworn personnel) and very large agencies (over 500 sworn personnel).

Table 26: Agencies Certified to Present Videotapes of POST Telecourses for CPT Credit

		Eligible	Certified	% Eligible
Agency Type	Police Dept.	345	184	53.3
	Sheriff's Dept.	58	32	55.2
	State College	19	5	26.3
	Univ. of Cal	9	6	66.7
	Comm. College	21	5	23.8
	Marshal's Offc.	14	4	28.6
	DA's Office	46	10	21.7
	Other	60	16	26.7
Agency Size <sup>17</sup>	1-24	262	106	40.5
	25-49	94	55	58.5
	50-99	94	49	52.1
	100-199	63	28	44.4
	200-499	33	17	51.5
	500+	21	7	33.3
TOTAL		572	262	45.8

<sup>16</sup>As of March 31, this number had increased to 275.

<sup>17</sup>Agency size unknown for 5 agencies.

Those agencies that have yet to request certification were not surveyed, and thus neither the reasons for their inaction nor the likelihood that they will eventually seek certification (if the program is continued) are known. However, if the comments received from the 72 certified presenters that have yet to implement the program are any indication, prominent among the factors that have tended to discourage agencies from participating in the program are general staffing shortages, training schedules that are planned well in advance (6 months to 1 year), and the two program requirements that are repeatedly commented upon: attendance at all training by the Telecourse Coordinator, and viewing the tapes at a single sitting (which exacerbates staffing shortages and often necessitates the payment of overtime).<sup>18</sup>

---

<sup>18</sup>On a more promising note, over half of the 72 certified presenters that have yet to implement the program indicated either that program implementation is very likely, or that a specific date had been established for program implementation.



DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

601 ALHAMBRA BOULEVARD  
SACRAMENTO, CA 95816-7083

## GENERAL INFORMATION

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FAX (916) 227-3895

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January 17, 1994

Dear Chief Executive:

The pilot program to award Continuing Professional Training (CPT) credit for viewing videotapes of POST telecourses has been in effect for one year. We now need the assistance of all participants to evaluate how well the program is working. The results will be reported to the Commission, and will influence whether the program is continued.

Evaluation information is being sought from four distinct groups: chief executives, training managers, telecourse coordinators, and selected officers who have received CPT credit under the pilot program. All information is being collected by survey questionnaire.

Enclosed are the survey questionnaires for distribution in your department. To encourage candid feedback, survey respondents are not asked to provide their names or the name of their department (disclosure of such information is optional for chief executives only), and a direct return envelope is attached to each questionnaire.

Before distributing the questionnaires, please read the enclosed instructions. The deadline for return of all questionnaires is **Friday, February 11**.

If you have any questions concerning the evaluation, please contact Luella Luke at (916) 227-4826.

Thank you for your assistance.

Sincerely,

NORMAN C. BOEHM  
Executive Director



**INSTRUCTIONS  
for  
DISTRIBUTING SURVEY QUESTIONNAIRES**

If your department has not yet presented any telecourse videotape training for CPT credit, discard the enclosed questionnaires and return the enclosed postcard.

If your department has presented telecourse videotape training for CPT credit, please proceed as follows:

1. Distribute the "SURVEY OF TRAINING MANAGERS" and the "SURVEY OF TELECOURSE COORDINATORS" to the appropriate individuals in your department. If the same person performs both functions, discard the "SURVEY OF TRAINING MANAGERS" and distribute only the "SURVEY OF TELECOURSE COORDINATORS" to this individual.
2. Distribute all enclosed questionnaires, if any, that are addressed to individual trainees.
3. Personally complete the "SURVEY OF CHIEF EXECUTIVES." If you also serve as your department's training manager, discard the "SURVEY OF CHIEF EXECUTIVES" and complete the "SURVEY OF TRAINING MANAGERS." If you further function as your department's telecourse coordinator, discard both the "SURVEY OF CHIEF EXECUTIVES" and the "SURVEY OF TRAINING MANAGERS," and complete the "SURVEY OF TELECOURSE COORDINATORS."

The deadline for return of all questionnaires is **Friday, February 11.**

If you have any questions regarding these instructions, or the evaluation in general, please contact Luella Luke at (916) 227-4826.

Thank you for your assistance.



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## POST TELECOURSE VIDEOTAPE PILOT PROGRAM

Date \_\_\_\_\_

Agency Size

--	--	--

Rank \_\_\_\_\_

Agency Type

--	--	--

Please fill out this card in lieu of the surveys only if your department has not yet presented any POST telecourse videotape training for continuing professional training (CPT) credit. Your responses by Friday, February 11 will be greatly appreciated.

1. What are your opinions on the program?

\_\_\_\_\_

2. What are the reasons your department has not presented POST telecourse videotape training for CPT credit?

\_\_\_\_\_

3. What is the likelihood of your department's presenting telecourse videotape training in the future?

\_\_\_\_\_

\_\_\_\_\_

Name (optional)

Department (optional)

# POST PILOT PROGRAM CPT VIA POST TELECOURSE VIDEOTAPES

## SURVEY OF CHIEF EXECUTIVES

DATE \_\_\_\_\_

AGENCY SIZE ☐

AGENCY TYPE ☐

NAME (optional) \_\_\_\_\_

DEPARTMENT (optional) \_\_\_\_\_

**1. How effective has the program been in meeting your department's training needs?**

☐ Very effective ☐ Somewhat effective ☐ Not at all effective ☐ Not sure

Comments/Suggestions \_\_\_\_\_

**2. Do you have reservations about the fact that an officer could meet all of his/her CPT requirements by watching POST telecourse videotapes?**

☐ Yes ☐ No

Comments/Suggestions \_\_\_\_\_

**3. Is POST telecourse videotape training a cost effective way for your department to meet your officers' CPT training requirements?**

☐ Yes ☐ No

Comments/Suggestions \_\_\_\_\_

**4. Should POST continue to grant CPT credit for attendance at POST telecourse videotape training?**

☐ Yes ☐ No

Comments/Suggestions \_\_\_\_\_

**5. What feedback, if any, have you received from within your department regarding the program?**

**6. What problems, if any, has your agency encountered in participating in the pilot project?**

**7. How could the program be improved?**

Thank you for taking the time to complete this survey. If you have any questions about this survey or further comments about telecourse videotape training, please call Luella Luke at (916) 227-4826.

Please return the survey in the enclosed envelope to POST by Friday, February 11, 1994.

# POST PILOT PROGRAM

## CPT VIA POST TELECOURSE VIDEOTAPES

### SURVEY OF TRAINING MANAGERS

DATE _____	RANK _____	AGENCY SIZE <input type="checkbox"/>	AGENCY TYPE <input type="checkbox"/>
------------	------------	--------------------------------------	--------------------------------------

**NOTE:** If you are your department's telecourse coordinator as well as the training manager, please discard this survey and fill out only the "Survey of Telecourse Coordinators." If you are the training manager but not the telecourse coordinator, please continue.

The pilot program to award continuing professional training (CPT) credit for viewing POST telecourse videotapes has been in effect for approximately one year. POST is conducting an evaluation to determine whether the program should be continued. As your agency's training manager, you are in a unique position to assist us with this evaluation.

Please be totally candid in your responses to all questions, and be sure to make use of the spaces provided for your comments. Note that you are not asked to provide your name or the name of your agency, and a postage-paid envelope is provided for direct return of the survey to POST. **Please respond no later than Friday, February 11, 1994.**

Using the scale below, indicate the extent to which you agree or disagree with each of the following statements:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree	Strongly Agree

1. *The procedures for receiving POST certification were easy to understand and follow (i.e., sending a Letter of Intent, submitting the various required forms).*

Comments/Suggestions \_\_\_\_\_

☐

2. *The orientation videotape provided by POST prepared our department's telecourse coordinator to carry out his/her responsibilities.*

Comments/Suggestions \_\_\_\_\_

☐

3. *POST has done a good job of sending all the materials needed for the program (videotapes, workbooks, forms, etc.).*

Comments/Suggestions \_\_\_\_\_

☐

4. *Officers are attentive during the videotape training and take the training seriously.*

Comments/Suggestions \_\_\_\_\_

☐

5. *POST should continue to require that a telecourse coordinator be present during all videotape training that qualifies for CPT credit.*

Comments/Suggestions \_\_\_\_\_

☐

1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Not Sure	5 Somewhat Agree	6 Agree	7 Strongly Agree
---------------------------	---------------	---------------------------	------------------	------------------------	------------	------------------------

*Those who attend the training express frustration over the fact that an instructor is not available to answer questions or elaborate upon the videotape material.*

☐

Comments/Suggestions \_\_\_\_\_

*7. POST telecourse videotape training is an appropriate medium for delivering continuing professional training and meeting the POST CPT requirement.*

☐

Comments/Suggestions \_\_\_\_\_

*8. POST telecourse videotape training is a cost effective way for my department to meet our officers' CPT training requirements.*

☐

Comments/Suggestions \_\_\_\_\_

*9. Not having a subject matter expert available to respond to questions or elaborate upon the videotape material detracts from the overall effectiveness of the training.*

☐

Comments/Suggestions \_\_\_\_\_

*10. I have reservations about the fact that an officer could meet all of his/her CPT requirements by watching POST telecourse videotapes.*

☐

Comments/Suggestions \_\_\_\_\_

*11. POST should continue to grant CPT credit for attendance at telecourse videotape training.*

☐

Comments/Suggestions \_\_\_\_\_

*12. How effective has the program been in meeting your department's training needs?*

☐ Very effective ☐ Somewhat effective ☐ Not at all effective ☐ Not sure

Comments/Suggestions \_\_\_\_\_

*13. In general, how effective is the POST telecourse videotape approach to training (videotape and workbook) as compared to traditional classroom instruction?*

☐ Very effective ☐ Somewhat effective ☐ Not at all effective ☐ Not sure

Comments/Suggestions \_\_\_\_\_

14. What steps, if any, have been taken to integrate telecourse videotape training with other training within your department?

15. What feedback, if any, have you received from within your department regarding the program?

16. How could the program be improved?

17. What are your overall views concerning the suitability of stand alone videotape training (not just POST telecourse videotape training) as a means of providing in-service training?

18. Please check all POST telecourse videotapes that your agency has actually shown to officers for CPT credit.

- ☐ Missing Persons
- ☐ Developmentally Disabled - Mentally Ill
- ☐ Sudden Infant Death Syndrome
- ☐ Hate Crimes
- ☐ Staying Healthy
- ☐ Ethics
- ☐ Tactical Communications (Verbal Judo Part I)
- ☐ Courtroom Testimony
- ☐ Cultural Awareness
- ☐ CPOA/POST Legal Update
- ☐ Street Gangs Part I - Hispanic
- ☐ Interview Techniques
- ☐ Interrogation Techniques
- ☐ Forensic Technology
- ☐ Surviving Deadly Assaults
- ☐ Tactical Intervention
- ☐ Street Gangs Part II - Asian
- ☐ Law Enforcement Response to Domestic Violence
- ☐ Fear Management
- ☐ Communicable Diseases

Thank you for taking the time to complete this survey. If you have questions about this survey or further comments about telecourse videotape training, please call Luella Luke at (916) 227-4826.

# POST PILOT PROGRAM

## CPT VIA POST TELECOURSE VIDEOTAPES

### SURVEY OF TELECOURSE COORDINATORS

DATE

RANK

AGENCY SIZE

☐

AGENCY TYPE

☐

The pilot program to award continuing professional training (CPT) credit for viewing POST telecourse videotapes has been in effect for approximately one year. POST is conducting an evaluation to determine whether the program should be continued. As the person responsible for administering this program within your agency, your views are pivotal to this evaluation.

Please be totally candid in your responses to all questions, and be sure to make use of the spaces provided for your comments. Note that you are not asked to provide your name or the name of your agency, and a postage-paid envelope is provided for direct return of the survey to POST. Please respond no later than Friday, February 11, 1994.

Using the scale below, indicate the extent to which you agree or disagree with each of the following statements:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree	Strongly Agree

1. The procedures for receiving POST certification were easy to understand and follow (i.e., sending a Letter of Intent, submitting the various required forms).

☐

Comments/Suggestions

2. The orientation videotape provided by POST prepared me to carry out my telecourse coordinator responsibilities.

☐

Comments/Suggestions

3. Changes should be made in the way attendance at the training is reported for purposes of receiving Continuing Professional Training (CPT) credit (i.e., quarterly submission of the raspberry-colored student roster).

☐

Comments/Suggestions

4. POST has done a good job of sending me all the materials I need to coordinate the program (videotapes, workbooks, forms, etc.).

☐

Comments/Suggestions

5. Officers are attentive during the videotape training and take the training seriously.

☐

Comments/Suggestions



1  
Strongly  
Disagree

2  
Disagree

3  
Somewhat  
Disagree

4  
Not  
Sure

5  
Somewhat  
Agree

6  
Agree

7  
Strongly  
Agree

6. The room(s) we use for videotape training is/are comfortable and conducive to learning.

☐

Comments/Suggestions \_\_\_\_\_

7. POST should continue to require that a telecourse coordinator be present during all videotape training that qualifies for CPT credit.

☐

Comments/Suggestions \_\_\_\_\_

8. Those who attend the training express frustration over the fact that an instructor is not available to answer questions or elaborate upon the videotape material.

☐

Comments/Suggestions \_\_\_\_\_

9. How many others in your department are also designated telecourse coordinators? \_\_\_\_\_

10. What is your policy with regard to the distribution of the student workbooks?

Check all that apply

☐ Workbooks are collected at the end of every training session.

☐ Trainees have the option of keeping the workbooks.

☐ Trainees are required to keep the workbook.

☐ Other (specify) \_\_\_\_\_

11. What steps, if any, have been taken to integrate telecourse videotape training with other training within your department?

12. What feedback, if any, have you received from within your department regarding the program?

13. How could the program be improved?

14. Please check all POST telecourse videotapes that your agency has actually shown to officers for CPT credit.

- ☐ Missing Persons
- ☐ Developmentally Disabled - Mentally Ill
- ☐ Sudden Infant Death Syndrome
- ☐ Hate Crimes
- ☐ Staying Healthy
- ☐ Ethics
- ☐ Tactical Communications (Verbal Judo Part I)
- ☐ Courtroom Testimony
- ☐ Cultural Awareness
- ☐ CPOA/POST Legal Update
- ☐ Street Gangs Part I - Hispanic
- ☐ Interview Techniques
- ☐ Interrogation Techniques
- ☐ Forensic Technology
- ☐ Surviving Deadly Assaults
- ☐ Tactical Intervention
- ☐ Street Gangs Part II - Asian
- ☐ Law Enforcement Response to Domestic Violence
- ☐ Fear Management
- ☐ Communicable Diseases

15. Are you also your department's training manager?

- ☐ No      This concludes the survey. Thank you for your assistance. Please return the survey in the enclosed envelope no later than Friday, February 11.
- ☐ Yes      Please proceed to answer all remaining questions.

As before, use the scale below to indicate the extent to which you agree or disagree with each of the following statements:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree	Strongly Agree

16. POST telecourse videotape training is an appropriate medium for delivering continuing professional training and meeting the POST CPT requirement.

Comments/Suggestions \_\_\_\_\_ ☐

17. POST telecourse videotape training is a cost effective way for my department to meet our officers' CPT training requirements.

Comments/Suggestions \_\_\_\_\_ ☐

18. Not having a subject-matter expert available to respond to questions or elaborate upon the videotape material detracts from the overall effectiveness of the training.

Comments/Suggestions \_\_\_\_\_ ☐

1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Not Sure	5 Somewhat Agree	6 Agree	7 Strongly Agree
---------------------------	---------------	---------------------------	------------------	------------------------	------------	------------------------

19. I have reservations about the fact that an officer could meet all of his/her CPT requirements by watching POST telecourse videotapes.

☐

Comments/Suggestions \_\_\_\_\_

\_\_\_\_\_

20. POST should continue to grant CPT credit for attendance at telecourse videotape training.

☐

Comments/Suggestions \_\_\_\_\_

\_\_\_\_\_

21. How effective has the program been in meeting your department's training needs?

☐ Very effective ☐ Somewhat effective ☐ Not at all effective ☐ Not sure

Comments/Suggestions \_\_\_\_\_

\_\_\_\_\_

22. In general, how effective is the POST telecourse videotape approach to training (videotape and workbook) as compared to traditional classroom instruction?

☐ Very effective ☐ Somewhat effective ☐ Not at all effective ☐ Not sure

Comments/Suggestions \_\_\_\_\_

\_\_\_\_\_

23. What are your overall views concerning the suitability of stand alone videotape training (not just POST telecourse videotape training) as a means of providing in-service training?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to complete this survey. If you have questions about this survey or further comments about telecourse videotape training, please call Luella Luke at (916) 227-4826.

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

101 ALHAMBRA BOULEVARD  
SACRAMENTO, CA 95816-7083

## GENERAL INFORMATION

(916) 227-3909

FAX (916) 227-3895

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(916) 227-2802

## Administrative Services

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## Center for Leadership

Development

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## Information Services

(916) 227-4840

## Management Counseling

(916) 227-4800

## Standards and Evaluation

(916) 227-4820

## Training Delivery and Compliance

(916) 227-4862

## Training Program Services

(916) 227-4885

## Course Control

(916) 227-4866

## Professional Certificates

(916) 227-4263

## Reimbursements

(916) 227-3931

## Resource Library

(916) 227-4852

January 17, 1994

**SUBJECT: Anonymous Evaluation of POST Telecourse  
Videotape Training for CPT Credit**

As you may know, the POST Commission approved a one year pilot program to permit Continuing Professional Training (CPT) credit for viewing videotapes of POST telecourses. The pilot period is nearly over and POST is conducting an evaluation to determine whether the program should be made permanent. Chief executives, training managers, telecourse coordinators, and first-and-foremost, selected trainees, are all being asked to participate in the evaluation.

Our records indicate that you received CPT credit for viewing a videotape recording of the POST telecourse "LAW ENFORCEMENT RESPONSE TO DOMESTIC VIOLENCE." You are one of a limited number of trainees who has been selected to evaluate this particular videotape. Although this may not be the only videotape you have viewed for CPT credit, please confine your evaluation to this specific tape. (A unique group of trainees has been selected to evaluate each of the other videotapes.)

The attached questionnaire is provided for your evaluation. It is extremely important that you answer all questions with complete candor. You are not asked to provide your name or the name of your agency, and a self-addressed, postage-paid envelope is furnished to return the questionnaire directly to POST. The deadline for returned questionnaires is Friday, February 11. Be sure to detach this cover memo before mailing.

Thank you for your assistance.

Sincerely,

NORMAN C. BOEHM  
Executive Director

Attachment

# SURVEY OF POST TELECOURSE VIDEOTAPE TRAINING

## "LAW ENFORCEMENT RESPONSE TO DOMESTIC VIOLENCE"

DATE

RANK

AGENCY SIZE

AGENCY TYPE

Our records indicate that as part of your continuing professional training (CPT), you recently viewed the telecourse videotape "Law Enforcement Response To Domestic Violence." Please answer the following questions with reference to this specific telecourse. Only a limited number of officers will be surveyed statewide, so it is extremely important that you take the time to complete and return this confidential survey. (Note: If you cannot recall the answer to a question, please leave a blank.)

**1. Did you attend the telecourse videotape training because:**

Choose one

- ☐ You wanted to take it.
- ☐ You were assigned to take it, but did not mind.
- ☐ You were assigned to take it, against your wishes.

**2. Were you on duty ☐ or off duty ☐ during the training?**

**3. Besides the on-site coordinator (or others who may have been observers but were not in the room to be trained) approximately how many other officers were trained with you?**

\_\_\_\_\_ others

**4. During the telecourse videotape training, approximately what percent of the time was the on-site coordinator present (i.e., in the room with you)?**

\_\_\_\_\_ percent of the time

**5. Approximately how far in advance were you notified to report for the training?**

\_\_\_\_\_ days \_\_\_\_\_ hours

**6. Where did you view the telecourse?**

Choose one

- ☐ Departmental conference room
- ☐ Briefing room
- ☐ Academy classroom
- ☐ Other (specify) \_\_\_\_\_

**7. Was the room being used for any other purpose during the time you viewed the videotape?**

- ☐ Yes (explain) \_\_\_\_\_
- ☐ No

**8. At approximately what time did the telecourse begin?**

hours

**9. Was the videotape shown in its entirety (at one sitting with one 10-15 minute break)?**

- ☐ Yes
- ☐ No (explain) \_\_\_\_\_

10. Were you provided with a copy of the POST-developed workbook that accompanies the videotape?

☐ Yes ☐ No

If "Yes":

a. How often did you refer to the workbook during the training?

☐ Often ☐ Seldom ☐ Never

b. How effective was the workbook as a training aid?

☐ Very effective (explain) \_\_\_\_\_

☐ Somewhat effective (explain) \_\_\_\_\_

☐ Not at all effective (explain) \_\_\_\_\_

c. Were you able to keep the workbook for future reference?

☐ Yes ☐ No

11. Did your agency augment the videotape in any way (e.g., provide written material to supplement the workbook; provide subject matter experts to answer questions concerning the training, etc.)?

☐ Yes (describe) \_\_\_\_\_

☐ No

12. During the videotape, did you have to leave the room (other than during the scheduled break) for any reason, including to respond to calls?

☐ Yes (describe reasons) \_\_\_\_\_

☐ No

Using the scale below, indicate the extent to which you agree or disagree with each of the following statements:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree	Strongly Agree

13. The room used for training was sufficient for me to sit comfortably, review materials, and take notes.

14. During the training, distractions were minimal.

15. I was able to view and hear the videotape without difficulty.

16. The training would have been more effective if a subject-matter expert had been present to answer my questions.

17. The training would have been more effective if I had been able to engage in discussions with other students during the training.

18. The training was interesting.

19. I gained information from the training that I will be able to apply.

20. Other students took the training seriously.  
(If you viewed the tape alone, put "N/A" in the box.)

21. The on-site coordinator established an appropriate learning environment.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

**22. How effective was the training?**

☐ Very effective   ☐ Somewhat effective   ☐ Not at all effective   ☐ Not sure

Comments/Suggestions \_\_\_\_\_

**23. What could have been done to make the training more effective?**

**24. In general, how effective is the POST telecourse videotape approach to training (videotape and workbook) as compared to traditional classroom instruction?**

☐ Very effective   ☐ Somewhat effective   ☐ Not at all effective   ☐ Not sure

Comments/Suggestions \_\_\_\_\_

**25. What are your overall views concerning the suitability of stand alone videotape training (not just POST telecourse videotape training) as a means of providing in-service training?**

**26. Please check any other POST telecourse videotapes that you have seen.**

- ☐ Missing Persons
- ☐ Developmentally Disabled - Mentally Ill
- ☐ Sudden Infant Death Syndrome
- ☐ Hate Crimes
- ☐ Staying Healthy
- ☐ Ethics
- ☐ Tactical Communications (Verbal Judo Part I)
- ☐ Courtroom Testimony
- ☐ Cultural Awareness
- ☐ CPOA/POST Legal Update
- ☐ Street Gangs Part I - Hispanic
- ☐ Interview Techniques
- ☐ Interrogation Techniques
- ☐ Forensic Technology
- ☐ Surviving Deadly Assaults
- ☐ Tactical Intervention
- ☐ Street Gangs Part II - Asian
- ☐ Law Enforcement Response to Domestic Violence
- ☐ Fear Management
- ☐ Communicable Diseases

**27. Total years of experience as a peace officer:** \_\_\_\_\_

Thank you for taking time to complete this important survey. Your responses will be taken into consideration when the decision is made on continuing the experimental program of allowing telecourse videotapes to be used for continuing professional training. If you have questions about this survey or further comments about telecourse videotape training, please call Luella Luke at (916) 227-4826.

Please return the survey in the enclosed envelope to POST by Friday, February 11, 1994.

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Guidelines and Curriculum for Sexual Harassment Training Implementing PC 13519.7		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Ray Bray
Executive Director Approval <i>Murray E. Boehm</i>	Date of Approval 4-4-94	Date of Report March 7, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission adopt, subject to the public review process, the addition of Commission Regulation 1081(a) (20) concerning sexual harassment training for in-service officers, and approve the proposed Sexual Harassment Complaint guidelines for specified agencies as required by P.C. 13519.7?

BACKGROUND

Senate Bill 459, adding Section 13519.7 to the Penal Code (Attachment A), requires the Commission on or before August 1, 1994 to develop complaint guidelines to be followed by specified agencies for peace officers who are victims of sexual harassment in the workplace. This bill also requires the Basic Course to include instruction on sexual harassment in the workplace no later than January 1, 1995. The bill requires all peace officers who have received their basic training before January 1, 1995 to receive supplementary training on sexual harassment in the workplace by January 1, 1997.

ANALYSIS

An advisory committee of subject matter experts was formed (Attachment B) from appropriate groups and individuals as required by the newly enacted law 13519.7 PC. After extensive review of existing material on sexual harassment the proposed guidelines were drafted. (Attachment C). The guidelines are specific enough in nature to comply with the law, yet general enough to allow flexibility for those affected agencies. The guidelines are for voluntary use of the agencies and therefore are not proposed for inclusion in administrative law/POST regulations.

The committee subsequently designed the curriculum for sexual harassment training. It was determined that the curriculum should be the same for both the Basic Course and for in-service



training. The proposed curriculum for the Basic Course is included in a separate agenda item. The proposed 2 hour course for in-service officer training is contained in Attachment D. That course contains the following: The definition of sexual harassment, a description of sexual harassment, utilizing examples, the illegality of sexual harassment, the complaint process, legal remedies, and protection from retaliation available to victims of sexual harassment. Adoption of this course requirement for in-service officers must be pursuant to the Administrative Procedures Act. A Notice of Proposed Regulatory Action is recommended. Unless a public request is made for public hearing, the regulation would become effective upon approval by the Office of Administrative Law.

Appended to Attachment D is a copy of suggested course curriculum which would be relied on by course presenters.

The advisory committee concurred that a POST telecourse would be the most appropriate and effective method of delivering sexual harassment training to in-service officers. Pending approval of the proposed course and guidelines, a POST sexual harassment telecourse will be scheduled in the fall of 1994.

#### RECOMMENDATION

1. Subject to the results of a Notice of Regulatory Action, approve the proposed sexual harassment course and amend Regulation 1081, to show the addition of this new legislatively mandated course.
2. Approve the proposed Sexual Harassment Guidelines for distribution to California law enforcement agencies.

## Senate Bill No. 459

## CHAPTER 126

An act to add Section 13519.7 to the Penal Code, relating to sexual harassment.

[Approved by Governor July 19, 1993. Filed with  
Secretary of State July 19, 1993.]

## LEGISLATIVE COUNSEL'S DIGEST

SB 459, Boatwright. Sexual harassment: peace officer victims.

Existing law prohibits any person from touching an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse, which is sexual battery and punishable by a fine not exceeding \$2,000, by imprisonment in a county jail, or both. Existing law provides for increased punishment of a fine not exceeding \$3,000, imprisonment in a county jail, or both if the defendant was an employer and the victim was an employee of the defendant with the amount in excess of \$2,000 to be distributed to the Department of Fair Employment and Housing for the purpose of enforcing the California Fair Employment and Housing Act, including, but not limited to, laws that proscribe sexual harassment in places of employment.

This bill would require the Commission on Peace Officer Standards and Training to develop, on or before August 1, 1994, complaint guidelines for specified entities that employ peace officers for peace officers who are victims of sexual harassment in the workplace.

Existing law requires the Commission on Peace Officer Standards and Training to adopt rules establishing minimum standards for training of peace officers, and to establish a certification program for peace officers.

This bill, additionally, would require the course of basic training for law enforcement officers, no later than January 1, 1995, to include instruction on sexual harassment in the workplace, as specified. This bill also would require all peace officers who have received their basic training before January 1, 1995, to receive supplementary training on sexual harassment in the workplace by January 1, 1997, thereby imposing a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed \$1,000,000, shall be made from the State Mandates Claims Fund.

*The people of the State of California do enact as follows:*

SECTION 1. Section 13519.7 is added to the Penal Code, to read:

13519.7. (a) On or before August 1, 1994, the commission shall develop complaint guidelines to be followed by city police departments, county sheriffs' departments, districts, and state university departments, for peace officers who are victims of sexual harassment in the workplace. In developing the complaint guidelines, the commission shall consult with appropriate groups and individuals having an expertise in the area of sexual harassment.

(b) The course of basic training for law enforcement officers shall, no later than January 1, 1995, include instruction on sexual harassment in the workplace. The training shall include, but not be limited to, the following:

- (1) The definition of sexual harassment.
- (2) A description of sexual harassment, utilizing examples.
- (3) The illegality of sexual harassment.
- (4) The complaint process, legal remedies, and protection from retaliation available to victims of sexual harassment.

In developing this training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the area of sexual harassment.

(c) All peace officers who have received their basic training before January 1, 1995, shall receive supplementary training on sexual harassment in the workplace by January 1, 1997.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

**§ 12950. Sexual harassment; amendment of poster; distribution of information sheet; contents of information sheet; violations**

In addition to employer responsibilities set forth in subdivisions (h) and (i) of Section 12940 and in rules adopted by the department and the commission, every employer shall act to ensure a workplace free of sexual harassment by implementing the following minimum requirements:

(a) The department shall amend its current poster on discrimination in employment to include information relating to the illegality of sexual harassment. This amended poster shall be distributed to employers when the supply of the current poster is exhausted. One copy of the amended poster shall be provided by the department to an employer upon request. The amended poster shall be available at each office of the department, and shall be mailed if the request includes a self-addressed envelope with postage affixed. Multiple copies of the amended poster shall be obtained through the Office of Documents and Publications of the Department of General Services. Each employer shall post the amended poster in a prominent and accessible location in the workplace.

(b) Each employer shall obtain from the department its information sheet on sexual harassment, which the department shall make available to employers for reproduction and distribution to employees. One copy of the information sheet shall be provided by the department to an employer upon request. The information sheets shall be available at each office of the department, and shall be mailed if the request includes a self-addressed envelope with postage affixed. Multiple copies of the information sheet shall be obtained through the Office of Documents and Publications of the Department of General Services. Each employer shall distribute this information sheet to its employees, unless the employer provides equivalent information to its employees that contains, at a minimum, components on the following:

- (1) The illegality of sexual harassment.
- (2) The definition of sexual harassment under applicable state and federal law.
- (3) A description of sexual harassment, utilizing examples.
- (4) The internal complaint process of the employer available to the employee.
- (5) The legal remedies and complaint process available through the department and the commission.
- (6) Directions on how to contact the department and the commission.
- (7) The protection against retaliation provided by Section 7287.8 of Title 2 of the California Code of Regulations for opposing the practices prohibited by this article or for filing a complaint with, or otherwise participating in an investigation, proceeding, or hearing conducted by, the department or the commission.

(c) The information sheet or information required to be distributed to employees pursuant to subdivision (b) shall be delivered in a manner that ensures distribution to each employee, such as including the information sheet or information with an employee's pay.

(d) Notwithstanding subdivisions (h) and (i) of Section 12940, a claim that the information sheet or information required to be distributed pursuant to this section did not reach a particular individual or individuals shall not in and of itself result in the liability of any employer to any present or former employee or applicant in any action alleging sexual harassment. Conversely, an employer's compliance with this section does not insulate the employer from liability for sexual harassment of any current or former employee or applicant.

(e) If an employer violates the requirements of this section, the commission shall issue an order requiring the employer to comply with these requirements.

(Added by Stats.1992, c. 908 (A.B.2264), § 1.)

**§ 1604.11 Sexual harassment.**

(a) Harassment on the basis of sex is a violation of section 703 of title VII.<sup>1</sup> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

(b) In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case by case basis.

(c) Applying general title VII principles, an employer, employment agency, joint apprenticeship committee or labor organization (hereinafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

(d) With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

(e) An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employees.

(f) Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under title VII, and developing methods to sensitize all concerned.

(g) Other related practices: Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

(Title VII, Pub. L. 88-352, 78 Stat. 253 (42 U.S.C. 2000e *et seq.*))

[45 FR 74677, Nov. 10, 1980]

<sup>1</sup>The principles involved here continue to apply to race, color, religion or national origin.

SEXUAL HARASSMENT CURRICULUM COMMITTEE

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## **SEXUAL HARASSMENT GUIDELINES**

### **I. REQUIREMENTS FOR AND COMPONENTS OF A SEXUAL HARASSMENT POLICY AND COMPLAINT PROCEDURE**

#### **Guideline #1**

Each law enforcement agency, as described in Penal Code Section 13519.7(a), shall develop a formal written procedure for the acceptance of complaints from peace officers who are the victims of sexual harassment in the work place. Agency policies shall begin with a preamble articulating concerns regarding the significance of sexual harassment and the importance of addressing such behavior.

**Comment:** Agencies should consider extending their individual complaint procedures and these guidelines to cover all categories of employees.

Agencies may also wish to consider addressing how a sexual harassment complaint should be filed if an employee is harassed by an employee from another organization (e.g. participant in a training course, booking at an allied agency jail, outside contractors, etc.).

#### **Guideline #2**

Each law enforcement agency, as described in Penal Code Section 13519.7(a), shall provide a written copy of their complaint procedure to every peace officer employee.

#### **Guideline #3**

Agency sexual harassment policies, while not required, may include a recommendation that the complainant of the perceived harassment notify the offending party that their behavior is offensive and/or unwanted.

**COMMENT:** Procedures should recognize that in some cases of harassment (e.g. where the complainant fears retaliation) this recommendation may be undesirable or impractical.

#### Guideline #4

Agency sexual harassment complaint procedures shall include the definitions and examples of sexual harassment as contained in the Code of Federal Regulations (29 CFR 1604.11) and California Government Code Section 12950.

COMMENT: Examples should include, but are not necessarily limited to physical, verbal, visual, written, and other kinds of conduct which may constitute sexual harassment.

#### Guideline #5

Agency sexual harassment complaint procedures shall identify the specific steps complainants should follow for initiating a complaint.

#### Guideline #6

Agency sexual harassment complaint procedures shall address supervisory/management responsibilities to intervene and/or initiate an investigation when possible sexual harassment is observed in the work place, whether or not an involved party elects to pursue a complaint. If it is determined that sexual harassment has occurred, appropriate administrative action shall be taken in accordance with state, federal, and case law.

COMMENT: Investigators of sexual harassment complaints should be sensitive to and trained in sexual harassment issues.

#### Guideline #7

Agency sexual harassment complaint procedures should identify that, when possible, the complainant will be accorded an appropriate level of confidentiality.

COMMENT: The complainant shall be advised that their identity may be disclosed when the investigation reveals the potential for formal disciplinary action or criminal procedures.

#### Guideline #8

Sexual harassment complaint procedures shall state that agencies must attempt to prevent retaliation, and, under the law, sanctions can be imposed if complainants and/or witnesses are subjected to retaliation.



### Guideline #9

When identifying the specific steps a complainant should follow to report an incident of sexual harassment, the agency procedure:

- a. Shall identify parties to whom the incident should/may be reported (e.g. any supervisor, manager, department head, Human Resources Department, Personnel Department)
- b. Shall allow the complainant to circumvent their normal chain of command in order to report a sexual harassment incident.
- c. Shall include a specific statement that the complainant is always entitled to go directly to the California Department of Fair Employment and Housing (DFEH) and/or the Federal Equal Employment Opportunity Commission (EEOC) to file a complaint.

### Guideline #10

Agency sexual harassment complaint procedure shall require that all complaints shall be fully documented by the person receiving the complaint.

### GUIDELINE #11

All sexual harassment prevention training shall be documented for each participant and maintained in an appropriate file.

## II. INSTRUCTION

### GUIDELINE #12

All instructors should have training expertise regarding sexual harassment issues.

Commission on Peace Officer Standards and Training

PROPOSED REGULATORY ACTION: AMENDMENT OF 1081 (a) (21)

1081. Minimum Standards for Legislatively Mandated Courses

(a) (1) - (20) continued

(21) Sexual Harassment - 2 Hours  
(Penal Code Section 13519.7)

(A) Legal Aspects

(B) Behaviors Constituting Sexual Harassment

(C) Responding to Unwanted Behavior

(D) Complaint Process

Requirement satisfied by the Basic Course. Peace officers who have completed basic training prior to 01-01-95 must complete supplemental training on sexual harassment by 01-01-97.

## SEXUAL HARASSMENT CURRICULUM

- I. Learning Goal: To provide the student with the knowledge of state and federal laws which define sexual harassment.
  - A. Title VII and Government Code Section 12950 et seq
    1. Unwelcome sexual conduct
      - a. Physical, verbal, written, visual, etc.
    2. Quid Pro Quo
      - a. Submission or rejection of sexual conduct which explicitly or implicitly made a term or condition of hire or continued employment or an employment decision (assignment, promotion, etc.)
    3. Hostile Work Environment
      - a. Sexually harassing conduct, within the complainants immediate work environment, which is so pervasive as to interfere with his or her work performance. Such conduct may or may not be directed at the complainant
    4. Retaliation
      - a. Adverse action against the complainant and/or witnesses
  - B. Case Law Examples
    1. Meritor Savings Bank v. Vinson 477 U.S. 57 (1986)
    2. Ellison v Brady 924 F. 2d 872 (1991)
    3. Harris v Forklift Systems Inc. 1114 S. Ct. 367 (1993)

- II. Learning Goal: To provide the student with understanding of behaviors which constitute sexual harassment.

A. Causes of Sexual Harassment

1. Gender Issues

a. Male messages.

1. Compete to win at any cost
2. Decision maker
3. Protector/provider

b. Female messages

1. Cooperate to avoid conflict
2. Nurturance & responsibility for emotional care of family, pregnancy, and child care

c. Extension to police culture

1. Changing role expectations
2. Fear that women are competing for men's jobs
3. Conduct differs in work setting, social setting, cultural considerations, confusion about boundaries of proper conduct
4. Sexual jokes, touching or other inappropriate behavior meant to show acceptance

B. Power Issues

1. Using position to request date or sex, excluding employee from work activities, subservient status, patronize, insensitive interruptions, failure to remove harasser from situation after reported

**C. Examples of Sexual Harassment**

**1. Verbal Harassment**

- a. Repeated, unsolicited, derogatory comments or slurs
2. Continued requests for social or sexual contact after being advised such is unwelcome, (i.e., repeated phone calls)
3. Discussing sexual exploits
4. Sexually patronizing comments; (i.e., "honey", "babe", and "doll")
5. Commenting on body parts
6. Telling of vulgar sexist jokes
7. Making obscene or suggestive sounds or gestures
8. Questions about a persons' sexual practices
9. Requesting employees wear sexually suggestive or demeaning clothing

**D. Physical Harassment**

1. Physical interference or contact which impedes normal movement when directed at an individual
2. Unwelcome touching (i.e., back rubs, brushing up against an individual, hugging, patting, kissing, and grabbing body parts)

**E. Visual Harassment**

1. Sexually offensive computer software, posters, cartoons, pictures, drawings, magazines, or objects
2. Staring or leering
3. Sexual gestures

**F. Writings**

1. Unwelcome notes, greeting cards, love letters, or invitations

**G. Sexual Favors**

**1. Quid Pro Quo**

- a. Actual or perceived requests for sexual favors in exchange for employment benefits. Such may include but not be limited to: Offers of job assignments or promotions**

**2. Request for sexual favors without threat to employment benefits.**

**H. Hostile Work Environment**

- 1. Any of the above examples which is directed toward the complainant and is ongoing and pervasive.**

- 2. Any of the above examples which is not directed toward the complainant but which the complainant is subjected to in his or her immediate work environment**

**I. Threats**

- 1. failure/refusal to provide timely backup, loss of assignment or job status, etc.**

**J. Force**

- 1. Physical assault**

**III. Learning Goal: Provide the student with understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and if necessary, how to initiate a sexual harassment complaint.**

- A. Recipients of perceived sexual harassment, when appropriate, should inform the harasser that the conduct is unwelcome, offensive, and should cease**
- B. Where the complainant is uncomfortable with a personal confrontation, he/she should contact any supervisor, manager, department head, or their equivalent**
- C. Where the complainant perceives that the department's internal environment is not conducive to making an internal complaint, they have the option of reporting the incident to an entity external to the department (i.e., City, County, DFEH, EEOC, etc.)**

**IV. Learning Goal: To provide the student with an understanding of the state mandated sexual harassment complaint process, legal remedies available, and protection from retaliation against complainants of sexual harassment.**

**A. Complaint Process**

- 1. To whom does the complaint process apply per PC 13519.7**

**Comment:** Agencies which are not covered by PC 13519.7 may choose to follow guidelines.

- 2. Supervisor/management responsibilities**

- a. Listen to complaint**
- b. Counsel on options**
- c. Document complaint**

**Comment:** What is documentation

- d. Appropriate investigative actions**

**Comment:** Example of typical investigation process

**B. Ramifications for offender**

- 1. Verbal reprimand through termination**
- 2. Civil suit**
- 3. Criminal penalties**
- 4. Fines imposed by EEOC and/or DFEH**
- 5. Negative impact on career, family, credibility, reputation, etc.**

**C. Protection from retaliation**

- 1. Illegality of retaliation under the law**



## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Report on Review of Victims/Peace Officers Training Issues		Meeting Date April 21, 1994	
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Ray Bray	
Executive Director Approval <i>Morgan C. Brehm</i>	Date of Approval 4-3-94	Date of Report April 1, 1994	
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

At the July 1993 Commission meeting staff was directed to review victim related training, determine the level of victim emphasis in POST training, and identify any additional unaddressed training needs. Several workshops and meetings have been held as part of the review. The status of the review is contained in this report.

BACKGROUND

An initial meeting was conducted in October 1993, bringing together a group comprised of representatives of criminal justice agencies, victim services, and selected victims to examine the existing POST training curriculum and programs as to appropriateness and develop recommendations for additional law enforcement training. A report was submitted to the Long Range Planning Committee in December which concluded that existing training appears sound, but recommended that a telecourse dedicated solely to dealing with victims be developed and broadcast.

A second meeting of experts in this field, including Commissioner Campbell, was held on February 17, 1994 to explore more specifically the unique needs of crime victims and law enforcement. The Committee (attachment A) concurred with the earlier meeting recommendations noting that crime victims have specific needs and are often ignored in the criminal justice system. Paramount amongst these needs is for the victim to not only to be treated with normal respect and dignity, but to be informed on what to expect from the "system" and be told how to help without interfering with law enforcement efforts.

Specific law enforcement needs when dealing with victims were also identified. From a law enforcement perspective, effectively working with crime victims obtains information not otherwise available resulting in case clearances, better prosecutions, and less personnel complaints.

Another excellent method of communication with victims was identified. It was recommended that a video tape explaining the elements of the criminal justice system, including the court process and plea bargaining be developed. This video could be provided to appropriate crime victims to assist them in understanding the criminal justice process. It was suggested that a funding source be pursued to accommodate such a video project.

The observations below were reported to the Long Range Planning Committee at its March meeting. Committee direction to staff, subject to Commission approval, included:

- o Review the content of victim sensitivity training and suggest changes as needed.
- o Produce a victim/law enforcement telecourse which will emphasize training at all levels.
- o Review the content of training for attention to improving effectiveness through appropriate victim contacts, addressing both victim and law enforcement needs.
- o Explore the possibility of obtaining funding to produce a video which would be used by law enforcement to help victims understand the criminal justice system and perhaps something of the stages, phases, and possible role associated with being a victim.

#### ANALYSIS

It is clear that in the area of law enforcement/victim relationships certain implications for training and operations exist and that a thoroughly designed telecourse is an effective medium for conveying this training to law enforcement. The proposed telecourse should be designed for the in-service officer and the investigator, but the scenarios should also be designed for use in Basic Academy Training.

The subject matter experts agreed that victims and law enforcement have unique needs that depend heavily on each other and that these needs should be emphasized. Also, the curriculum for the telecourse should be designed with victim relations appropriately refined.

Further meetings were conducted on March 15 and 16, 1994 with a curriculum committee (attachment C). In addition to the review of work to date, the purposes of the meetings included: (1) design an expanded outline for the recommended POST Victim/Law Enforcement Telecourse and (2) begin the process of transforming the expanded outline into scenarios and a production script.

The subject matter experts acknowledged that law enforcement could and should do a better job of communicating with victims, not only on original contacts, but after crime reports are filed and during the investigative stages. Many agencies have victim/witness advocates who can be of great assistance to field officers during each stage of the process. Access to these advocates should not only be included in the telecourse curriculum, but might be worthy of further study.

#### RECOMMENDATIONS

To direct staff to continue production of a POST Telecourse on Victim Contact Skills, review existing training courses, amend victim sensitivity training as needed, and explore possible funding for production of a victim video.

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## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Training to Support Community-Oriented Policing</b>		Meeting Date <b>4/21/94</b>
Bureau <b>Management Counseling</b>	Reviewed By <i>dc</i> <b>Michael C. DiMiceli</b>	Researched By
Executive Director Approval <i>Norman C. Boehm</i>	Date of Approval <b>3.31.94</b>	Date of Report <b>3/25/94</b>
Purpose: <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

**ISSUE:**

Status Report on Training to Support Community-Oriented Policing.

**BACKGROUND:**

Beginning in about 1991, POST staff began to receive a few inquiries concerning the availability of training on the subject of community-oriented policing. At that time, some agencies in California had adopted the concept and implemented some programs; the professional literature devoted increasing attention to community-oriented policing and related topics; and, the Police Executive Research Forum (PERF) organized an annual, national conference on problem-oriented policing.

However, specific requests for the certification of community-oriented policing training were not received in large numbers at POST. In June 1992, the Commission presented a one-day seminar for executives and senior staff on community-oriented policing. Responses to a survey of the seminar participants indicated some interest in additional training but did not generate specific requests.

Similarly, statewide training needs assessments, conducted in 1992 and 1993, did not identify community-oriented policing training as a priority. During this same period, however, local agencies increasingly moved to adopt the concept and executives discussed the need for additional training to support community-oriented policing efforts.

In 1992, the Attorney General's Advisory Committee on Community Oriented Policing and Problem Solving (COPPS) completed the development of a program resource manual. POST staff participated in the committee work to produce definitions, core principles and resource materials to support the implementation of the concept and programs in local agencies.

At the April 1993 meeting, the Commission's Long Range Planning Committee received information concerning a pilot offering of the basic course at Golden West College. The basic course for this pilot was significantly revised to provide emphasis on community-oriented policing concepts and programs. That academy class graduated in March 1994 and an evaluation of the pilot course is in progress.

In late 1993, a training course on problem-oriented policing for supervisors was developed and certified for presentation throughout the State. At the same time, POST staff began research to specifically identify the interest in and need for expanding the training to support community-oriented policing. An advisory committee met in early March 1994 to describe training needs and offer recommendations for increased POST services to support community policing. The committee consisted of executives and senior staff from a number of agencies that have adopted the community-oriented policing strategy, DOJ and the U.S. Attorney's Office. One significant recommendation from the committee's discussion was for the Commission to take a leadership role in providing a variety of training and services to support community-oriented policing efforts throughout the State.

The 1994 regional training needs assessments, still in progress, appear to reinforce the committee's recommendations and to articulate to new, high priority for this training.

Federal grant monies have recently become available to a number of California agencies from the Police Supplemental Hiring Act. A condition of these grants is a commitment to community-oriented policing and a description of how the grant funds will support those efforts. In addition, the Federal Omnibus Crime Control Act, now before Congress, includes approximately \$100 million for grants to law enforcement agencies. A requirement for the award of these grants is the adoption of community policing strategies. Federal funds tied to a commitment to community policing will place increasing emphasis on and demand for training.

Finally, a Senate sub-committee reviewing the POST budget has expressed interest in increased training in this area, as partial justification for augmenting the budget for FY 1994/95.

#### **ANALYSIS:**

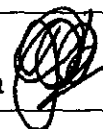
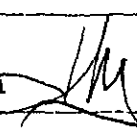
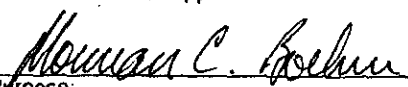
The strong consensus of opinion identified in the staff research is that the long-term commitment to the implementation of the concept and program community-oriented policing is being accepted throughout the State. As a result, the law enforcement community has begun to articulate expectations of increased training and services from the Commission to support their efforts.

Staff are devoting substantial attention to the identification of training and services to support community policing, in cooperation with interested agencies. For initial consideration are:

- a) orientation training;
- b) appropriate skills training;
- c) training specifically for supervisors and managers;  
and,
- d) increased services to facilitate the exchange of  
program information among agencies.

Staff will continue to address this important topic and report, as appropriate, through the Long Range Planning Committee, if the Commission concurs.

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Emergency Spanish Language Training Program</b>		Meeting Date <b>April 21, 1994</b>
Bureau <b>Learning Technology Resource Center</b>	Reviewed By <b>Ken Whitman</b> 	Researched By <b>Jan Myyra</b> 
Executive Director Approval 	Date of Approval <b>4-7-94</b>	Date of Report <b>April 1, 1994</b>
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve a conceptual plan for the development of emergency Spanish language training for peace officers?

BACKGROUND

The ability of law enforcement personnel to communicate with all segments of the population has become an issue of paramount importance in California. The 1990 U.S. Census indicated that nearly eight percent of California's population aged five and over speak a language other than English at home and do not speak English well if at all. The percentage of non-English speakers has increased sharply from a decade ago. There is reason to believe this trend will continue. Law enforcement personnel statewide need to communicate effectively with the non-English speaking public during initial routine and emergency contacts. If officers cannot communicate basic instructions or understand verbal responses, some contacts could result in deadly confrontations.

Seventy-four percent of those people whose principal language is not English, speak Spanish as their primary language. Some urban police departments report that 40 percent of their constituents are Spanish speaking. Others report that their officers can work an entire eight-hour shift in which they serve only the non-English speaking public. In order to meet the need of their officers for Spanish language skills, several academies and departments across the state have developed some form of language training for their personnel. Two academies have integrated up to 90 hours of Spanish language instruction into their basic course. Department- and presenter-developed courses for advanced officer training range from eight hours to 75 hours. POST currently has certified twelve of these courses. To encourage



the use and development of Spanish language skills, some cities and counties also offer pay incentives to officers who speak some degree of Spanish or Vietnamese. In addition, recent training needs assessments from two areas of the state identified emergency Spanish language training as one of the principal training needs.

Recognizing this need for emergency Spanish language training, POST staff undertook a comprehensive study to determine to what degree technology might be useful in delivering Spanish language training. The main goals of the study were to identify the content areas where Spanish language training was needed, the proficiency level required, and how best to deliver the needed training.

Staff identified 58 tasks performed by peace officers which would require the use of emergency Spanish language skills. These tasks form the foundation of the content for the proposed training. In addition to these specific language skills, content would include the exposure of officers to the cultural aspects of the language including some non-verbal communication associated with the language and an awareness of a variety of Spanish-speaking cultures and dialects.

Next, staff determined the level of Spanish language proficiency needed by an officer to perform these tasks safely. Proficiency in a language is characterized by four skill areas: 1) speaking, 2) listening/comprehension, 3) writing, and 4) reading. It was concluded that an officer would primarily need proficiency in speaking and listening skills. The absolute minimal level of proficiency in these skills for officers would be the 0+ level. This level of proficiency would provide the officer with key vocabulary and phrases for his/her immediate survival needs and help to minimize the number of dangerous confrontations faced by an officer and the public. The more desired, and highly recommended level of proficiency is the 1+ level where an officer would be able to understand and create simple questions and answers on defined topics related to his/her job.

Once the level of language proficiency was defined, staff determined what training would most efficiently meet the goal of moving an officer from a level 0 (no skill) proficiency in Spanish to the 1+ level of proficiency. The proposed training would consist of three distinct phases. Each phase would give the officer a greater degree of functionality in the language. See Attachment A under this tab for background information.

### ANALYSIS

The proposed training plan is the compilation of the work of a group of experts experienced in Spanish language training and linguistics and represents our best estimates given the present state of technology and the ability to effectively deliver this highly specialized type of training. The plan should be

considered flexible, where lessons learned from the first phase serve as input to the revision of the plan and development of the subsequent phases.

The conceptual plan consists of developing emergency Spanish language training in three phases, each moving the officer to a higher level of proficiency. At the same time, the officer is moved from a classroom-based learning environment to a more independent mode of adult learning where the delivery of training can take advantage of the efficiencies of technology-based training. It was discovered that no stand-alone technology could deliver the initial phase of language training but technologies such as interactive videodisc and satellites or other distance learning technologies could play a significant role in subsequent phases.

Phase 1 would move the officer from a 0 level of proficiency to a 0+ level. The training would primarily consist of an instructor skilled in current adult language acquisition methodologies along with supplementary materials such as workbooks, audiotapes, and videotapes. Preliminary analysis indicates the classroom time for the course would be 40-54 hours. Individual study outside of class is estimated at 40-54 hours. It is recommended that the course be delivered over several weeks rather than intensely in a short period.

Materials POST would develop include a unit guide for the content, an instructor guide, and supplementary materials such as workbooks, audiotapes, and videotapes. In addition, staff recommends a train-the-trainer session to familiarize instructors with the current teaching methods appropriate to language training. Estimated costs for material development are \$120,000 - \$200,000. Completion of phase 1 is fundamental and the minimal level for all officers needing some degree of Spanish language proficiency.

Development of phases 2 and 3 for a higher level of Spanish language proficiency is highly recommended by our expert panel, and may be needed by many agencies. Phase 2 would move the officer from a 0+ level of proficiency to a level 1. The training would consist of an instructor-led classroom supplemented by audio-visual materials and computer-based CD-ROM training. Preliminary analysis indicates classroom time for the course would be 30-45 hours with individual study outside of class estimated at 40-60 hours. Materials POST would develop include a unit guide, instructor guide, workbook, audiotapes, videotapes, and a computer program. Estimated costs for developing these materials are \$320,000 - \$500,000.

Phase 3 would move the officer from a level 1 to a 1+ level of language proficiency. The training would consist of limited instructor-led classroom time supplemented with individual tutors from the community. Using a tutor would help the officer acquire language skills and at the same time may benefit

officer/community relations. Preliminary analysis indicates classroom time to be 12-24 hours, tutor-based training to be 10-18 hours, and individual study to be 24-48 hours. Materials POST would develop include a unit guide, workbook, audiotapes, and an interactive videodisc program. Estimated costs for material development are \$400,000 - \$600,000.

The Phase 1 course could be used as part of a trainee's pre-service curriculum and also used for in-service training leading to continuing professional training credit. POST would certify the courses for CPT credit. The Phase 2 and 3 courses would be used to maintain and increase the officer's skill level in the Spanish language. These subsequent courses are designed to be more independent. This was done to make the courses less instructor-dependent and to help the officer develop skills for self-directed learning. Language is a skill that needs constant maintenance or it will be lost. Teaching officers to become more independent learners helps officers to maintain their acquired language skills.

In each phase, costs for material development include content analysis, design and development of materials, pilot testing, evaluation, and revision of materials. Development of each phase would be done successively so that the results of one phase can feed into the analysis and subsequent development of the following phase. The instructional design of each phase, including the media selection, is open to revision based upon evaluation and feedback of prior phases.

This conceptual plan for the delivery of emergency Spanish language training allows for an orderly transition through the three-phase training program, and allows the Commission several options in implementing the various levels. This conceptual plan also allows for the Commission to establish a long-term plan to achieve the necessary level of training needed to address this statewide issue.

This agenda item is before the Commission for information and discussion. The Commission may wish to refer this training issue to the Long Range Planning Committee for review.

## EMERGENCY SPANISH LANGUAGE TRAINING PROGRAM

Recognizing the need for Spanish language training, POST staff undertook a study to determine to what degree technology might be useful in delivering Spanish language training. The main goals of the study were to identify the content areas where Spanish language training was needed by law enforcement, the proficiency level needed, and how best to deliver the needed training.

To determine training needs and how best to meet those needs staff: 1) analyzed the tasks performed by an officer that require Spanish language skills, 2) convened a group of law enforcement personnel and linguistic experts involved in Spanish training, 3) reviewed existing Spanish language programs using various forms of media, and 4) interviewed developers of Spanish language programs.

Staff reviewed the job task analysis of peace officers done by the POST Standards and Evaluation Bureau consisting of over 329 tasks. Those tasks that could be handled by waiting for a bilingual officer or other translation service were deleted. Each of the remaining 105 tasks were then rated in terms of frequency and criticality determining how often an officer performs each task and how dangerous it was for the officer to perform the task without knowing Spanish. This resulted in 58 tasks being rated high in either frequency and/or criticality. These highly rated tasks form the scope of content for the proposed training in emergency Spanish language.

Next, staff determined the level of Spanish language proficiency needed by an officer to perform these tasks safely. Proficiency in a language is characterized by four skill areas: 1) speaking, 2) listening/comprehension, 3) writing, and 4) reading. It was concluded that an officer would need an intermediate or level 1+ out of 5 level of proficiency in speaking and listening skills in order to effectively and safely handle emergency situations and a novice level of 0+ in writing and reading skills in order to complete reports and assist in acquiring the language.

Once the level of language proficiency was defined, staff determined what training would most efficiently meet the goal of moving an officer from a level 0 (no skill) proficiency in Spanish to the 1+ level of proficiency. The proposed training would consist of three distinct phases. The first phase would increase the officer's proficiency from a level 0 to a level 0+.

## ATTACHMENT A

This would enable the officer to use specific job-related vocabulary and phrases to deliver commands, ask closed-ended questions and understand only a minimal amount of responses from a Spanish speaker. The second phase would take the officer from level 0+ to level 1. This would enable the officer to use more vocabulary and phrases, to begin to discern the gist of what a Spanish speaker is saying in open-ended responses some of the time, and to begin to develop sentences of his/her own. The third phase would take an officer from level 1 proficiency to level 1+. At this level an officer would have a limited command of the language. He/she would be able to create sentences, use a greater variety of verb tenses, have more vocabulary at his/her disposal, and understand Spanish speakers more fully. In addition to specific language skills, officers will also be exposed to the cultural aspects of the language. This exposure to cultural clues is important to learning a language as language cannot be learned in a vacuum but must be learned within the context of culture. These cultural aspects should also include awareness of a variety of Spanish-speaking cultures and dialects along with non-verbal communication associated with the language.

### Detailed Descriptions of the Proposed Phases

**Phase 1** - Because of the need for immediate and specific feedback in initial language acquisition, it is imperative that phase 1 students have an instructor skilled in adult learning methodologies to lead the acquisition of Spanish language in a highly interactive classroom environment. In addition, the nature of the content and the need of officers to be actively involved in their learning makes it important that classroom time involve a significant amount of role playing situations and the reenactment of law enforcement scenarios. A classroom environment lends itself well to this methodology. This classroom training would be supplemented with workbooks, audiotapes and videotapes that would be used for study outside of class.

**Phase 2** - Phase 2 students would continue to benefit from an in-class instructor and from classroom activities that use role playing to build their language skills under purposefully stressful situations. Since the students would have a foundation in the speaking and listening skills, a percentage of the initial language training could be delivered by other forms of media such as workbooks, audiotapes, and videotapes. Computer-based training could also be utilized to provide limited analysis of a student's learning needs, immediate feedback in the acquisition of vocabulary, and some initial training for verb conjugation,

## ATTACHMENT A

and grammar structure. This training will make use of the computer's advantage over classroom training to individualize instruction and make training available for as long as the student desires.

**Phase 3** - Phase 3 training would continue to use a minimal amount of classroom instruction. A technology option here would be to deliver this training via satellite with 2-way video and 2-way audio. Because of the highly interactive nature of the teaching methodology, this option would only be recommended for sites where classroom training would be unavailable (such as remote rural locations). In this phase, as the officer becomes more confident and skilled in the language, a greater percentage of the officer's time could utilize other media for independent learning. Workbooks and audiotapes may continue to be beneficial due to their portability and ease of use. Interactive videodisc programs focusing on specific law enforcement scenarios would be helpful in improving an officer's listening and comprehension skills. Scored, time-based exercises on the computer would help to add a degree of stress important to the learning process. Many officers trained in Spanish report that when in stressful situations, they completely forget their Spanish training. By practicing their Spanish skills in stressful situations, officers would be better prepared to deal with similar situations on the job. For cost efficiency, some of the classroom time could be replaced by tutors available through the community. This would build the officer's speaking and comprehension skills as well as aid officer/community relations.

### Detailed Descriptions of the Proficiency Levels

The following pages describe the levels of proficiency of language skills. These levels are used by many federal agencies such as the Department of Defense, Department of State, Central Intelligence Agency, ACTION/Peace Corps, and Library of Congress in the development of numerous language programs. When talking about language proficiency it is important to have a common reference. Many cities and counties that give pay incentives for "bilingual" employees are often only testing for the 0+ or 1 level of language proficiency. The Defense Language Institute classifies a person as bilingual at level 3.

**PROFICIENCY LEVELS**

Novice 0 - 0+	Limited interaction. Behaves with considerateness. Resourceful in nonverbal communication, but is unreliable in interpretation of nonverbal cues. Is limited in language, as indicated under the listening and speaking skills. Lacks generally the knowledge of culture patterns requisite for survival situations.
Intermediate 1 - 1+	Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Uses behavior acquired for the purpose of greeting and leave-taking, expressing wants, asking directions, buying food, using transportation, tipping. Comprehends the response. Makes errors as the results of misunderstanding; miscommunicates, and misapplies assumptions about the culture.
Advanced 2 - 2+	Limited social competence. Handles routine social situations successfully with a culture bearer accustomed to foreigners. Shows comprehension of common rules of etiquette, taboos and sensitivities, though home culture predominates. Can make polite requests, accept and refuse invitations, offer and receive gifts, apologize, make introductions, telephone, purchase and bargain, do routine banking. Can discuss a few aspects of the home and the foreign country, such as general current events and policies, as well as a field of personal interest. Does not offend the culture bearer, but some important misunderstandings and miscommunications occur, in interaction with one unaccustomed to foreigners. Is not competent to take part in a formal meeting, or in a group situation where several persons are speaking informally at the same time.
Superior 3 - 3+	Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar types of situations with ease and sensitivity, including some involving common taboos, or other emotionally charged subjects. Comprehends most nonverbal response.Laughs at some culture-related humor. In productive skills, neither culture predominates; nevertheless, makes appropriate use of cultural references and expressions. Generally distinguishes between a

ATTACHMENT A

formal and informal register. Discusses abstract ideas relating the foreign to the native culture. Is generally limited, however in handling abstractions. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation, but do not result in serious misunderstandings, even by a culture bearer unaccustomed to foreigners.

Near-Native  
Competence

4

Full social and professional competence. Fits behavior to audience, and the culture of the target language dominates almost entirely. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing. Can counsel, persuade, negotiate represent a point of view, interpret for dignitaries, describe and compare features of the two cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events, and national policies. Perceives almost all nonverbalized responses, and recognizes almost all allusions, including historical and literary commonplaces. Laughs at most culture-related humor. Controls a formal and informal register of behavior. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native  
Competence

5

Examinee is indistinguishable from a person brought up and educated in the culture.



Level 0 +	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Listening</b> understands certain memorized utterances in areas of immediate needs with extralinguistic cues	<b>Listening</b> understands basic survival utterances, simple questions and answers on familiar topics, main ideas	<b>Listening</b> understands routine conversations and discourse about familiar topics; gleans all the facts	<b>Listening</b> understands essentials of all speech; grasps opinion and inferences	<b>Listening</b> understands all forms and styles of speech, even some non-standard dialects; develops and analyzes argumentation	<b>Listening</b> understands extremely difficult and abstract speech and how natives think as they create discourse
<b>Reading</b> reads alphabet or high frequency characters, recognizes some numbers and isolated words	<b>Reading</b> reads simple, predictable material in print or type; identifies general topics	<b>Reading</b> reads simple, authentic, straightforward material on familiar topics; uses contextual cues	<b>Reading</b> reads a variety of prose on unfamiliar subjects that may include opinions, hypothesis and analysis	<b>Reading</b> reads fluently and accurately all styles and forms; grasps full ramifications of texts within wider context	<b>Reading</b> reads very difficult and abstract prose
<b>Speaking</b> produces telegraphic utterances for immediate survival needs	<b>Speaking</b> maintains very simple conversations on familiar topics; cannot produce continuous discourse unless rehearsed	<b>Speaking</b> handles routine, high-frequency, limited interactions and conversations about current events, family and common topics	<b>Speaking</b> participates effectively in most formal and informal conversations about practical, social and professional topics within a shared context	<b>Speaking</b> uses the language fluently and accurately for all purposes	<b>Speaking</b> commands language with complete flexibility and intuition; pronunciation consistent with that of educated native speaker

# PROFICIENCY STANDARDS OVERVIEW

<u>PROF LEVEL</u>	<u>FUNCTIONS/TASKS</u>	<u>CONTEXT/TOPICS</u>	<u>ACCURACY</u>
5	All expected of an educated NS	All subjects	Accepted as an educated NS
4	Tailor language, counsel, motivate, persuade, negotiate	Wide range of professional needs	Speech is extensive, precise, and appropriate
3	Support opinions, hypothesize, explain, deal with unfamiliar topics	Practical, abstract, special interests	Errors never interfere with communication and rarely disturb
2	Narrate, describe, give directions	Concrete, real-world, factual	Intelligible even if not used to dealing with non-NS
1	Q and A, create with the language	Everyday survival	Intelligible with effort or practice
0	Memorized	Random	Unintelligible

## TIME ON TASK

Instructional Option	Length of Program	"Class" Hours	Proficiency Level	Skills Acquired
Self Study and Other Introductory Programs	3 to 6 weeks	12 to 30	0 to 0+	Limited set of memorized words, phrases, and questions. Unable to comprehend most native speaker responses.
College Majors	4 to 5 years	960 to 990	1 to 2	Can create sentences and phrases. Ability to narrate and describe is emerging. Understands main ideas and some facts of native speakers conversations and broadcasts.
D.L.I. Basic Courses	25 weeks (Spanish) to 63 weeks (Arabic)	850 hours (Spanish) to 2142 hours (Arabic)	2 to 2+	Can create paragraph length narration and description. Comprehends all essential elements of information in extended discourse.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Spanish Needs Analysis Committee

Marriott Suites Hotel - San Diego, CA  
March 29-30, 1994

Sergeant Frank Bucheit  
San Diego Regional Trng. Ctr.

Officer Carlos Marquez  
CHP Academy

Sergeant Nate Caplan  
San Diego Police Department

Sergeant Ruben Padilla  
Los Angeles Police Department

Officer Romulo Chavez  
Houston Police Department

Frank Patino, Division Dean  
Rio Hondo Regional Trng. Ctr.

Rafael Gomez, Ph.D.  
Chairman, Spanish Department  
Monterey Institute of  
International Studies

Sergeant Bill Ross  
Los Angeles Co. Sheriff's Dept  
Advanced Training Bureau/RTB

Martha Herzog, Ph.D.  
Dean, Curriculum & Instruction  
Defense Language Institute  
Foreign Language Center  
Presidio of Monterey

Officer James Serrato  
San Antonio Police Academy

Agent Armando Silva  
FLETC - U.S. Border Patrol

Officer Margarita Jimenez-Hall  
San Jose Police Department  
Training Division

Deanna Tovar, Ph.D.  
Department Chairman  
Spanish Language Training  
Defense Language Institute  
Foreign Language Center  
Presidio of Monterey

Glenn E. Lipskey, Ph.D., J.D.  
Sacramento Police Dept.

Robert Wetherell  
ALEOAC Arizona POST

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title <b>POST Electronic Bulletin Board</b>		Meeting Date <b>April 21, 1994</b>	
Bureau <b>Information Services</b>	Reviewed By	Researched By <b>Darrell Stewart <i>DS</i></b>	
Executive Director Approval <i>Morgan C. Boehm</i>	Date of Approval <b>3-31-94</b>	Date of Report <b>March 22, 1994</b>	
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><b><u>Issue</u></b></p> <p>Should POST implement an electronic bulletin board system to improve distribution of printed materials and improve our clearinghouse responsibilities?</p> <p><b><u>Background</u></b></p> <p>Bulletin board systems (BBS) have become a widely used format for people to communicate electronically. A BBS is much faster and cheaper to use than a FAX machine. Anyone with a personal computer, a modem, communications software and a telephone line can use an unrestricted BBS. Large files can be downloaded via a modem into another computer. There are thousands of BBS in the United States today, which range from small operations, meaning only a few files and users, to very large ones, such as CompuServe and Prodigy which have thousands of files and millions of users.</p> <p>About one year ago, POST personnel started experimenting with a BBS. The experiment was limited to two certified Basic Course presenters. The materials put on the BBS were all related to the Basic Course, such as the Basic Course Management Guide, Basic Course Performance Objectives, and Learning Domains.</p> <p>After almost six months, staff invited all 35 Academy Directors to try the BBS and see if it is a valuable tool for them to use in communicating with POST and obtaining Basic Course materials. Feedback indicates that it is a quick method to search and receive POST Basic Course materials in a timely manner. The feedback also indicates that the BBS should be further expanded to include other types of POST materials and publications.</p> <p><b><u>Analysis</u></b></p> <p>The current "Basic Course BBS" can be easily expanded from Basic Course materials to a wide variety of POST materials serving all</p>			

POST agencies. The materials could include, for example, the POST Administrative Manual, Catalog of Certified Courses, bulletins, video training announcements, publications, and SLI and Command College materials. These materials could be searched by an agency on their PC, and then the information and files desired could be downloaded and printed locally.

The BBS should remain limited to only personnel of agencies participating in the program even if the material is expanded. This is necessary, at this time, to avoid an overload on staff assigned to the project. Setting up some of these materials will take time to implement while others can go onto the BBS immediately.

The BBS can also be used as a vehicle for an electronic clearinghouse for subjects such as community oriented policing, physical fitness, and employee drug testing. In the past, the Commission has directed staff to set up a clearinghouse on the latter two subjects. Information is collected and stored on the subjects and a staff member is designated as the coordinator. The problem with this system is the information is not readily available to officers and trainers when they want it, unless they call during normal business hours. With a BBS, the information is in one place and available 24 hours, seven days a week.

There is very little hard cash involved in the current experimental BBS or even in an expanded BBS. Staff used shareware computer software called QuickBBS. We liked it and paid \$45 to the developer. This software is simple to use and fairly easy to program and change. It has the capability of being expanded to handle a larger menu and multiple telephone lines. POST has also made shareware communications software available to academies upon request so they can use the BBS.

Staff can develop management controls and internal guidelines for the placement of materials and publications on the BBS. Only approved materials and publications will be allowed. The BBS can be physically located in the Information Services Bureau, where the System Operator (Sysop) is currently assigned. The technical management of the computerized BBS can be the responsibility of the Computer Services Unit.

All additional software, electrical connections, and telephone lines will cost under \$1500 to purchase and install. It is suggested at this time that telephone numbers of the 800 series not be used. In this way, callers will limit their file downloading activities to files they actually need and not remain on the BBS too long.

Depending on the usage and growth of the BBS, it is anticipated that the additional workload can be handled by present personnel. If, however, the BBS is very popular and the system grows dramatically, some shifts of ISB personnel duties may be necessary.

The proposed BBS would not replace the POSTRAC system, even though it is a similar system. The POSTRAC system is a more sophisticated computerized data base for use only by the Basic Course presenters. Additionally, the BBS would not replace the future need to develop full electronic connectivity with all California law enforcement agencies and all certified course presenters. This is a separate need to electronically transfer all peace officer appointment and termination information from agencies, and transfer all training course information from presenters. This is envisioned by staff as a process of "computer connectivity" that needs to be developed in the future through an electronic linkage with an established statewide telecommunications network.

#### Recommendation

Approval of a POST BBS to provide electronic communication with our client agencies for distributing materials and improving our clearinghouse responsibilities.

State of California

**GOVERNOR'S AWARD  
For  
EXCELLENCE IN PEACE OFFICER TRAINING**

PURPOSE:

A prestigious award shall be presented annually to individuals in recognition of contributions made to law enforcement training. The individual may have demonstrated extraordinary skills or made an extraordinary contribution to California law enforcement training by a special act or service, or provided extraordinary leadership in the advancement of law enforcement training.

SPONSOR:

The Commission on Peace Officer Standards and Training (POST).

ELIGIBILITY:

Those being nominated must have contributed to the advancement of California law enforcement. The contribution must be documented and involve a particular project, program or original advancement. The documentation shall provide information on the financial, efficiency, operational or related benefit realized by California law enforcement as the result of the nominee's act or service. The quality and substance of the contribution are essential factors. Aspects of training to be considered will include, but not be limited to, innovations in preparation, presentation, application, implementation, evaluation, and management of training programs and methodologies.

Individual nominees may include, but not be limited to, law enforcement trainers, law enforcement personnel and department heads, and educators.

CRITERIA:

Factors to be considered will include:

- . The complexity and/or uniqueness of the contribution
- . Cost savings/avoidance of cost
- . Impact on the process of training
- . Impact on increasing the effectiveness of California law enforcement



RULES:

Nominations must be submitted to:

The Governor's Award For Superior  
Contribution to Law Enforcement Training  
c/o Commission on POST  
1601 Alhambra Boulevard  
Sacramento, CA 95816-7083

Application must be submitted by the nominating person or agency, with supporting documentation, and must be received at POST on or before January 15th of each year.

AWARDS PANEL:

The award will be administered by POST. The selection committee shall be comprised of one representative of the following organizations:

- . Governor's Office
- . California Peace Officer Association
- . California Police Chiefs' Association
- . California State Sheriffs' Association
- . California Police Training Officers' Association
- . Peace Officer Research Association of California
- . Women's Peace Officers' Association

ANNOUNCEMENT OF WINNER:

The award will be presented in conjunction with and as a part of the program of an annual peace officer association conference.

APPLICATION:

To nominate an individual the form specified herein shall be used to support and justify the choice of the individual.

THE AWARD:

The award will be a prestigious offering which will be a replica of the perpetual trophy which will be housed at a designated site.



State of California

Commission on Peace Officer Standards and Training

**GOVERNOR'S AWARD  
FOR  
EXCELLENCE IN PEACE OFFICER TRAINING**

**Nomination Form**

**Name of Nominee:** \_\_\_\_\_

**Title of Nominee:** \_\_\_\_\_

**Address of Nominee:** \_\_\_\_\_

**Agency Affiliation:** \_\_\_\_\_

**Agency Address:** \_\_\_\_\_  
(Street) (City) (State) (Zip Code)

**Telephone Number:** \_\_\_\_\_

**Name of Nominating Agency/Person:** \_\_\_\_\_

**Time Frame of Contribution:**

**From** \_\_\_\_\_ **To** \_\_\_\_\_

**Justification for Recommendation:**

(Give a brief description of why performance or contribution warrant the award)

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**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

**FINANCE COMMITTEE MEETING**  
**April 21, 1994 - 2:00 P.M.**  
**Hotel Sainte Claire**  
**Sainte Claire Room**  
**302 South Market Street**  
**San Jose, CA 95113**  
**(408) 295-2000**

**AGENDA****A. CALL TO ORDER****B. Financial Report - Third Quarter FY 1993/94**

A report on the status of the training reimbursement budget will be presented at the meeting. The report will include revenue and reimbursements paid through March 31, 1994.

**C. Update of FY 1994/95 Budget and Efforts to Restore POST Funding**

A report will be made at the meeting on the status of the FY 1994/95 budget now before the Legislature. An update will also be provided on efforts by law enforcement to restore POST funding.

**D. CHANCELLOR'S GRANT FOR P.C. 832 PROGRAM DEVELOPMENT**

At its January 1994 meeting, the Commission approved a contract award with CAE-Link for upgrading and revising the P.C. 832 IVD courseware at a cost not to exceed \$366,806. This authorization included \$96,000 in grant funds to help offset the Commission development costs. This grant was to be administered by the California Youth Authority (CYA) via an interagency agreement.

The original grant concept was to provide the full \$96,000 to POST. It was reported to the Commission in January that the grant was in the process of being approved by the Chancellor's office via agreement with CYA. The subsequent contract between the Chancellor's Office and CYA contains an objective designating \$25,000 of the \$96,000 to be used to program the new courseware to run on Macintosh systems at both CYA and Corrections.

Despite several assurances that the entire \$96,000 was to be made available to the Commission, the funding issues concerning CYA programming and contract obligations have delayed completion of signing a contract with CAE-Link to begin work on this project.

At the time of this report, it appears that agreement has been reached to release the full \$96,000 to POST. A final report on the resolution of this contract issue will be presented at the meeting on April 20, 1994.

The issue is more fully described in the enclosed report.

E. P.C. 832 Testing Program

As required by law, POST administers a testing program for the P.C. 832 course. All students are required to pass POST prescribed tests.

While the course is mandated for all peace officers, it is estimated that up to 50% of the students being tested are non-peace officers. The testing program is costly to POST and legislation is being supported by the Commission to enable the charging of fees to non-peace officers who are tested. It is estimated that such fees could generate approximately \$200,000 annually to offset the Commission's program costs.

Many college presenters of the course are strongly resistant to fee charging. As described in the enclosed report, college presenters have proposed that, rather than charge fees, the Commission reduce its costs by delegating test administration responsibility to presenters.

It is recommended that Commissioners give favorable consideration to this proposal. It is estimated that savings would be comparable to revenues that fees would generate.

The matter is brought to the Finance Committee for consideration. If the change were to be made, a Public Hearing would be required.

F. Committee Review of Training, Standards, and Administrative Contracts for Fiscal Year 1994/95 for Recommendation to the Commission

The Committee met on January 26, 1994 and recommended that the Commission authorize the Executive Director to negotiate a number of contracts. The Commission accepted the Finance Committee recommendations. The contracts have been negotiated and are now before the Finance Committee for review at this meeting. Among the Committee's purposes is formulation of recommendations to the Commission on these contracts for FY 1994/95. An overview of each of the contracts is under this tab.

G. ADJOURNMENT

STATE OF CALIFORNIA

PETE WILSON, Governor

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

ALHAMBRA BOULEVARD  
FRESNO, CA 95816-7083

## GENERAL INFORMATION

(916) 227-3909  
FAX (916) 227-3895EXECUTIVE OFFICE  
(916) 227-2802Administrative Services  
(916) 227-3920Basic Training  
(916) 227-4252Center for Leadership  
Development  
(916) 227-2816Information Services  
(916) 227-4840Management Counseling  
(916) 227-4800Standards and Evaluation  
(916) 227-4820Training Delivery and Compliance  
(916) 227-4862Training Program Services  
(916) 227-4885Course Control  
(916) 227-4866Professional Certificates  
(916) 227-4263Reimbursements  
(916) 227-3931Resource Library  
(916) 227-4852

April 5, 1994

Edward W. Hunt, District Attorney  
President  
California District Attorneys' Association  
Fresno County District Attorney's Office  
2220 Tulare Street, Suite 1000  
Fresno, CA 93721


Dear Ed:

As a follow-up to our recent conversation at CPOA's Legislative Day, I wish to express concern about the proposed revisions to the Drug Asset Seizure Law that have been developed by the Attorney General's Office, the California District Attorneys' Association, and other law enforcement organizations. The proposed revisions remove POST from being eligible to receive funding for law enforcement training on drug enforcement.

The previous sunsetted law enabled POST to receive between \$800,000 to \$1 million per year for reimbursement of this training to local law enforcement agencies. On behalf of the POST Commission, I am requesting that you encourage the developers of this proposed legislation to reestablish POST's eligibility for this needed funding. As you know, POST has suffered a 25 percent reduction in overall revenue since the 1991 Trial Court Funding and Realignment Act and this issue only aggravates the funding shortfall problem.

Please let me know of any success you may obtain in getting this proposed legislation revised to reestablish POST's eligibility for funding.

Sincerely,

  
NORMAN C. BOEHM  
Executive Director



## DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1001 HAMBRA BOULEVARD  
SACRAMENTO, CA 95816-7083

## GENERAL INFORMATION

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(916) 227-4263Reimbursements  
(916) 227-3931Resource Library  
(916) 227-4852

April 5, 1994

Gregory G. Cowart, Director  
Division of Law Enforcement  
Department of Justice  
P.O. Box 903281  
Sacramento, CA 94203-2810

Dear Greg:

I wish to express concern about the proposed revisions to the Drug Asset Seizure Law that have been developed by the Attorney General's Office, the California District Attorneys' Association, and other law enforcement organizations. The proposed revisions remove POST from being eligible to receive funding for law enforcement training on drug enforcement.

The previous sunsetted law enabled POST to receive between \$800,000 to \$1 million per year for reimbursement of this training to local law enforcement agencies. On behalf of the POST Commission, I am requesting that you encourage the developers of this proposed legislation to reestablish POST's eligibility for this needed funding. As you know, POST has suffered a 25 percent reduction in overall revenue since the 1991 Trial Court Funding and Realignment Act and this issue only aggravates the funding shortfall problem.

Please let me know of any success you may obtain in getting this proposed legislation revised to reestablish POST's eligibility for funding.

Sincerely,

  
NORMAN C. BOEHM  
Executive Director

State of California

Department of Justice

## M E M O R A N D U M

TO: Finance Committee

DATE: April 7, 1994

NORMAN C. BOEHM  
Executive Director

FROM: Commission on Peace Officer Standards and Training

SUBJ: P. C. 832 TESTING PROGRAM

POST is required by law to test P.C. 832 students to determine successful completion of training. Three separate tests are administered--a written exam and a practical arrest methods exam, and a course-of-fire for those who take the optional firearms portion of the course. A significant portion of those who attend the course are neither in law enforcement nor intend to enter law enforcement (e.g., the course is taken as an elective at a Community College).

The Commission has supported legislation introduced by Epple (AB 1329) that would grant the Commission the authority to charge fees for testing, not to exceed actual costs, to those persons who are not employed or "sponsored" by a law enforcement agency at the time of testing. The legislation is proceeding without opposition, and is likely to be on the Governor's desk for signature within the next two weeks.

The proposed legislation was described at the January Advisory Committee Meeting, at which time Norm Cleaver, on behalf of the California Academy Directors' Association (CADA), expressed concerns about the differential fee nature of the legislation (i.e., some students would be charged, others would not)--which runs counter to the philosophy and mission of the Community College System to provide equal access to all students. In response to those concerns, staff met with representatives of CADA in early March.

At that meeting an alternative was discussed that could obviate the need to charge fees, while at the same time resulting in savings to POST that are comparable to those that would be realized if fees were charged. This alternative would require minor modifications to the current testing program, and would bring the program in line with the current Basic Course testing program. Specifically, certified course presenters would assume

full responsibility for: (1) issuing official notifications of successful course completion (as they currently do for the basic course); and (2) conducting all testing and retesting. (Currently course presenters are required to conduct all testing and retesting for the arrest methods and firearms exams, but have the option of having POST administer the written exam, and are not responsible for conducting retesting for the written exam.) POST would continue to be responsible for the content of all exams, and would continue to require that all course presenters receive instruction in the proper administration and scoring of the exams.

If implemented, these changes would result in annual savings to POST of approximately \$85,000 in materials and contract costs, and another \$75,000 in staff costs. A public hearing would be required to implement the changes.

If the Finance Committee concurs with this approach, it may wish to pass a MOTION recommending that the Commission schedule the required Public Hearing for the July Commission meeting.



State of California

Department of Justice

## M E M O R A N D U M

To : Finance Committee

Date: April 5, 1994

  
NORMAN C. BOEHM  
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : CHANCELLOR'S GRANT FOR PC 832 PROGRAM DEVELOPMENT

On January 27, 1994 the Commission approved a contract with CAE-Link for upgrading and revising the PC 832 IVD courseware at a cost not to exceed \$366,806 with the following additional provisions:

1. Costs to POST for deliverables in FY 1993/94 would not exceed \$100,000;
2. The remaining \$266,806 (with \$96,000 offset by the Chancellor's grant) would be authorized for expenditure in FY 1994/95 budget year; and
3. Authorize the Executive Director to enter into an interagency agreement with other state agencies to obtain grant funds, as described to offset Commission costs, for the development of this courseware.

The \$96,000 in offsetting funds was contained in a grant being administered under contract by the Department of the Youth Authority (CYA) specifically to update the PC 832 courseware. The CYA was designated to administer the grant as part of a consortium including the Department of Corrections, State Fire Marshal, and POST.

The original grant concept was to provide the full \$96,000 to POST to update the courseware and incorporate training scenarios depicting public safety employees performing tasks in their work environment. It was reported to the Commission in January that the grant was in the process of being approved by the Chancellor's office via agreement with the CYA. POST was assured in December and January that consistent with the long standing agreement, \$96,000 would be conveyed to POST to offset production costs.

The subsequent contract between CYA and the Chancellor contains an objective designating that \$25,000 of the \$96,000 in funds would be used to program the new courseware to run on Macintosh training systems at both CYA and CDC.

CYA had notified POST that without the Macintosh programming included in the funding received from the Chancellor's Office, the courseware would not be usable by either CYA or CDC on their Apple systems. CYA and CDC have no internal resources to accomplish the computer programming, but are relying on part of the grant funding to support their programming effort. CYA wanted the funding for the Macintosh programming to remain part of the grant package.

Despite several assurances that the entire \$96,000 was to be made available to the Commission to off-set costs of updating the courseware, the funding issues concerning CYA programming and contract obligations have delayed completion of signing the contract with CAE-Link to begin work on this project. If CYA retained the \$25,000 for their programming needs, only \$71,000 would be available to offset POST development costs.

The Commission is facing the possibility of a deficit during the current fiscal year. The use of \$96,000 to offset the costs associated with development of this program was an important and integral part of the approval of this courseware development effort. Without the full grant funds the Commission would have two alternatives on which to act. They are:

1. Proceed with the contract award and authorize an additional \$25,000 expenditure from POST funds over the two fiscal years; or
2. Rescind approval of the award of contract to CAE-Link for the upgrading and revision of the PC 832 IVD courseware at this time.

The latter decision would certainly impact CAE-Link, the potential developer who has gone to significant time and effort to prepare a solid proposal for the revisions needed to the PC 832 courseware. It would also impact the other training presenters who routinely use this courseware in their training programs, and who need the revised version to deliver current material.

At the time of finalization of this report, it appears that agreement has been reached to release the full \$96,000 to POST. A final report on the resolution of this contract issue will be presented at the meeting on April 20, 1994.

## BUDGET SUMMARY HANDOUT

This handout is an update of a similar handout provided at the January Finance Committee meeting. It attempts to show where POST was, where POST is, and where POST projects to be with regard to the FY 93-4 budget and expenditures. It also provides an updated glimpse of POST's FY 94-5 status.

### ATTACHMENT 1

This sheet is the same one that was provided to you at the November and January Finance Committee meetings. As you recall, staff was projecting a \$5.5 million deficit if no further action was taken by the Committee and the Commission. This was based on data received through October 1993.

### ATTACHMENT 2

This sheet was provided at the January meeting and is an update of Attachment #1. It includes Committee action taken in November to suspend reimbursement for satellite antennas, IVD equipment, and course presentation costs. Though the projected deficit was reduced significantly, there still was a projected deficit of \$1.8 million.

### ATTACHMENT 3

This sheet is the current update of Attachment #1. It includes Committee action taken in November to suspend reimbursement for satellite antennas, IVD equipment, and course presentation costs. It also includes a revised (decreased) revenue projection and a revised (increased) trainee estimate. It is based on data received through March 1994. It reflects a projected deficit of \$4,168,031.

### ATTACHMENT 4

Attachment #4 is a listing of possible means to address the revenue shortfall/deficit problem. It is a greatly expanded listing from that which was provided at the November and January meetings upon which action previously mentioned above was taken.

### ATTACHMENT 5

Attachment #5 shows the proposed FY 94-5 Governor's Budget and the projected operational budget for POST. The trainee projection is the same as the initial estimate for FY 93-4 with an increase in basic trainees. Attachment #5 also shows an amount for satellite antennas and IVD equipment. This amount is what is needed to provide systems to remaining agencies that were not approved (due to the suspension action) in FY 93-4. Footnotes explain the three major differences in the two budgets. Without a General Fund augmentation in either FY 93-4 or FY 94-5 or an increase in the actual revenues, the bottom line is a projected deficit as of 6/30/95 of \$5.6 million.

April 19, 1994

COMMISSION ON POST  
FY 93-4 BUDGET SUMMARY

	SIGNED GOVERNOR'S BUDGET	1993-94 BUDGET (Projected)
<b>RESOURCES:</b>		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	31,286,000
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-275,000
Sub-total, Resources	37,722,000	29,402,105
<b>EXPENDITURES:</b>		
1. Administration/Support	9,463,000	9,614,000
2. Training Contracts/ LA	4,100,000	* 7,494,618
a. Training Contracts	(3,300,000)	(6,694,618)
b. Letters of Agreement	(700,000)	(700,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	22,588,000	17,761,855
a. Transfer to Training Contracts	1,477,600	(1,477,600) **
b. Satellite Antennas/IVD	1,500,000	2,013,569
c. Reimbursements		
Trainees: 54,030		
Subsistence	7,050,081	6,621,685
Commuter Meals	825,840	821,052
Travel	2,534,095	2,301,747
Tuition	3,255,242	1,338,224 ***
Salary	0	1,500,000
sub-total, Reimb	13,465,058	12,582,708
sub-total, Tng Reimb	16,442,658	14,596,277
d. Available for TD/TP	6,145,342	0
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	3,165,578
<b>Total</b>	<b>36,151,000</b>	<b>34,870,473</b>
<b>BUDGETED RESERVES</b>	<b>1,571,000</b>	<b>-5,468,368</b>

\* - \$7,494,618 includes \$1,477,600 additional training contracts from Training Reimbursement and  
and \$1,917,018 from Tuition (\$1,412,283 in July and \$504,735 in Nov)

\*\* - Is information only

\*\*\* - Is reduced by \$1,917,018 transferred to training contracts (\$1,412,283 in July & \$504,735 in Nov)

	SIGNED GOVERNOR'S BUDGET	1993-94 BUDGET (Projected)
<b>RESOURCES:</b>		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	31,286,000
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-275,000
Sub-total, Resources	37,722,000	29,402,105
<b>EXPENDITURES:</b>		
1. Administration/Support	9,463,000	9,606,000
2. Training Contracts/ LA	4,100,000	* 7,494,618
a. Training Contracts	(3,300,000)	(6,694,618)
b. Letters of Agreement	(700,000)	(700,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	22,588,000	14,186,861
a. Transfer to Training Contracts	1,477,600	(1,477,600) **
b. Satellite Antennas/IVD	1,500,000	1,211,436
c. Reimbursements		
Trainees:	[54,030 Trainees]	[44,790 Trainees]
Subsistence	7,050,081	6,981,256
Commuter Meals	625,640	533,550
Travel	2,534,095	2,270,448
Tuition	3,255,242	1,590,171
Salary	0	1,600,000
sub-total, Reimb	13,465,058	12,975,425
sub-total, Tng Reimb	16,442,658	14,186,861
d. Available for TD/TP	6,145,342	0
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	0
<b>Total</b>	<b>36,151,000</b>	<b>31,287,479</b>
<b>BUDGETED RESERVES</b>	<b>1,571,000</b>	<b>-1,885,374</b>

\* - \$7,494,618 includes \$1,477,600 additional training contracts from Training Reimbursement and  
and \$1,917,018 from Tuition (\$1,412,283 in July and \$504,735 in Nov)

\*\* - Is information only

COMMISSION ON POST  
FY 93-4 BUDGET SUMMARY  
\*\* Revised as of 3-31-94 \*\*

	SIGNED GOVERNOR'S BUDGET	1993-94 BUDGET (Projected)
<b>RESOURCES:</b>		
Carryover from FY 92-3	0	1,366,105
Beginning Reserves	4,038,000	-755,000
Revenue Projection	36,204,000	30,034,000
Asset Forfeitures	0	0
Transfer to the General Fund	-2,220,000	-2,220,000
Transfer to the GF (per Sec 13.50)	-300,000	-275,000
Sub-total, Resources	37,722,000	28,150,105
<b>EXPENDITURES:</b>		
1. Administration/Support	9,463,000	9,606,000
2. Training Contracts/ LA	4,100,000	6,878,790
a. Training Contracts	(3,300,000)	(5,878,790)
b. Letters of Agreement	(700,000)	(900,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	22,588,000	15,833,346
a. Transfer to Trng Cont/Ltrs of Ag	1,477,600	(2,978,790) **
b. Satellite Antennas/IVD	1,500,000	1,211,436
c. Reimbursements		
Trainees:	[54,030 Trainees]	[45,946 Trainees]
Subsistence	7,050,081	7,063,115
Commuter Meals	625,640	546,029
Travel	2,534,095	2,285,609
Tuition	3,255,242	3,027,157
Salary	0	1,700,000
sub-total, Reimb	13,465,058	14,621,910
sub-total, Tng Reimb	16,442,658	15,833,346
d. Available for TD/TP	6,145,342	0
Training Development	(1,545,342)	0
Training Presentation	(4,600,000)	0
<b>Total</b>	<b>36,151,000</b>	<b>32,318,136</b>
<b>BUDGETED RESERVES</b>	<b>1,571,000</b>	<b>-4,168,031</b>

\*\* - Is information only showing the actual amount transferred

POSSIBLE MEANS TO ADDRESS REVENUE SHORTFALL

A predicted revenue shortfall was discussed at both the November and January meetings. In November it was the main factor that led to a projection of a \$5.5 million year end deficit, if no further action was taken. The combination of Finance Committee directed action and a revised trainee projection led to a revised deficit projection in January of an estimated \$1.8 million. This projection has been revised upward to an estimated \$4.2 million due to a further increased revenue shortfall and an increase in training reimbursement expenses.

In considering ways to reduce the deficit during the remaining final quarter of the year, it is apparent that only modest savings can be achieved, short of employing rather severe means. We will reach a point in the near future where the dollars will not be available for course reimbursement this fiscal year, forcing POST to hold claims for payment after July 1st. As POST is continuously funded (that is, the funds do not revert to the General Fund but rather revert to the Peace Officers' Training Fund for our future use), we can legally hold over the claims. Also, since the revenue year is now September through August, the revenue received in July is still FY 93-4 revenue, and it is FY 93-4 claims we would be reimbursing.

We should probably look to Fiscal Year 1994-95 to make substantial spending cuts, or hopefully the realization of a budget augmentation through Budget Change Proposals. For, despite a higher spending authority for FY 94-95, there is still the likelihood of the receipt of less revenue in FY 94-5 than reflected in the Governor's budget.

Attached is a listing of potential steps or measures that could be taken to address the potential deficit in FY 93-4. A similar listing is provided for FY 94-5.

# ALTERNATIVE MEANS TO ADDRESS REVENUE SHORTFALL DURING FY 1993/94

	PROJECTED COST SAVINGS
* Limit POST Special Seminars to those that address highest priority needs.	\$ 46,450
* Effective May 1, 1994, suspend all reimbursement for Field Management Training.	\$ 4,900
* Limit reimbursement to Mandated Courses (i.e. Basic training, Advanced Officer, Supervisory, and Management courses) commencing on or after May 1, 1994.	\$2,299,430
* Eliminate tuition reimbursement for all courses, except Basic training, commencing on or after May 1, 1994. (Payment of tuition reimbursement could also be deferred until FY 94/95)	\$ 630,205
* Cancel all remaining FY 93/94 course presentations to be presented under contract.	\$ 202,375
* Effective immediately, cancel all remaining Team Building Workshops (Excludes all workshops scheduled or in progress)	\$ 49,935
* Defer commencement of Supervisory Leadership Institute classes 38 & 39 to FY 94/95.	\$ 35,754
* Reduce travel and per diem reimbursements by a percentage applied uniformly across all May - June course presentations	
- 10% reduction	\$ 203,809
- 15% reduction	\$ 305,715
- 20% reduction	\$ 407,620
- 30% reduction	\$ 611,428

Additionally, administrative costs will be reduced through salary savings and decreases in staff travel, staff training, overtime and use of temporary help.



## ALTERNATIVE MEANS TO ADDRESS REVENUE SHORTFALL DURING FY 1994/95

The projected revenue shortfall totals \$4,200,000. This amount can be reduced to approximately \$3,200,000 by carrying over FY 1993/94 unencumbered contract funds of \$1,004,778 to FY 1994/95.

	<u>PROJECTED COST SAVINGS</u>
* Reduce travel and per diem reimbursements by a percentage applied uniformly across all courses for the entire fiscal year.	
- 10% reduction	\$1,270,585
- 15% reduction	\$1,905,875
- 20% reduction	\$2,541,170
- 30% reduction	\$3,811,750
* Reduce tuition reimbursement by a percentage applied uniformly across all tuition/contract courses for the entire fiscal year.	
- 10% reduction	\$ 169,885
- 15% reduction	\$ 254,830
- 20% reduction	\$ 339,770
- 30% reduction	\$ 509,655
* Cease all tuition reimbursement except for mandated and high priority courses (i.e. Basic training, Advanced Officer, Supervisory, Management, Narcotic Investigation, Motorcycle Training and Officer Safety/Field Tactics)	\$1,058,380 (in tuition)
* Cease all tuition reimbursement except for Basic training.	\$1,613,735 (in tuition)
* Discontinue reimbursement for all Basic training.	\$4,651,685
* Decertify all Team Building Workshops	\$ 250,000
* Discontinue reimbursement for Field Management Training	\$ 22,550
* Decertify or cease reimbursement for "low" priority courses (Savings will vary depending where the line is drawn in terms of determining priorities)	\$3,500,000 - \$5,500,000
* Suspend video training tape broadcasts for FY 1994/95.	\$ 160,739

* Defer work on "new" projects for 12 months	
- PC 832 IVD	\$ 266,806
- Improvements to POSTRAC	\$ 270,000
* Reduce ICI core course presentations by 50%	\$ 190,280
* Reduce POST Special Seminars by 25%	\$ 250,000
* Reduce DOJ contract by 33%	\$ 307,183

Recommendations:

1. Approve BCPs
2. Defer major decisions until June when more will be known about BCPs and status of 1994/95 budget.
3. Direct a bulletin advising agency heads of the likelihood of FY 1994/95 cuts in travel, per diem, and tuition.
4. Shift immediately to quarterly rather than monthly reimbursement as a cash flow management measure.
5. Declare a limited moratorium on all new course certifications.
6. Direct staff to evaluate and prioritize all existing courses to facilitate reduction in certified courses if needed.
7. Carry-over unexpended 1993/94 training contract funds to the FY 94/95 in order to reduce the projected deficit from \$4.2 to \$3.2 million.

COMMISSION ON POST  
FY 94-5 BUDGET SUMMARY

	GOVERNOR'S BUDGET FY 1994-95	PROJECTED BUDGET FY 1994-95
<b>RESOURCES:</b>		
Carryover from FY 93-4	0	0
Beginning Reserves	0	0
Revenue Projection	33,538,000	30,034,000 (A)
Asset Forfeitures	0	0
Transfer to the General Fund	0	0
Transfer to the GF (per Sec 13.50)	0	0
Sub-total, Resources	33,538,000	30,034,000
<b>EXPENDITURES:</b>		
1. Administration/Support	9,946,000	9,946,000
2. Training Contracts/ LA	7,040,732	6,295,954
a. Training Contracts *	(6,040,732)	(5,295,954) (B)
b. Letters of Agreement	(900,000)	(900,000)
c. Conf Room Rental	(100,000)	(100,000)
3. Training Reimbursements	16,551,268	19,386,587
a. Satellite Antennas/IVD	742,350	742,350
b. Reimbursements		
Trainees: 56,370		
Subsistence	8,630,816	8,630,816
Commuter Meals	1,124,108	1,124,108
Travel	2,950,911	2,950,911
Tuition	1,770,371	1,770,371
Salary	0	0
sub-total, Reimb	14,476,206	14,476,206
sub-total, Tng Reimb	15,218,556	15,218,556
c. Available for TD/TP	1,332,712	
Training Development		
Training Presentation		
d. Reimbursement Claims from FY 93-4	0	4,168,031 (C)
Total Expenditures	33,538,000	35,628,541
BUDGETED RESERVES	0	-5,594,541

\* - As was done in FY 93-4, an internal redirection of funds has been made to provide for additional training contract requirements.

A - Same level of revenue as projected for FY 93-4

B - Reflects savings due to FY 93-4 contract extensions

C - Payment of FY 93-4 reimbursement claims in FY 94-5

State of California

Department of Justice

M E M O R A N D U M

To : POST Commissioners

Date: April 7, 1994

From : Sherman Block, Chairman  
Long Range Planning Committee  
Commission on Peace Officer Standards and Training

Subject : REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met in my office in Los Angeles on March 14, 1994 at 9:00 a.m. Present, in addition to myself, were Commissioners Campbell, Hall-Esser, Leduc, Ortega, and Rutledge. Staff present were Executive Director Norman Boehm and Deputy Director Glen Fine.

Funding Update

Committee members reviewed various documents describing the POST budget and trends of revenue and expenditure. These documents have been provided by staff to legislators. The trends, as Commissioners are generally aware, show diminishing revenue and reimbursement reductions contrasted with increased demand for peace officer training.

The Executive Director briefed the Committee on efforts that he and law enforcement officials are making to communicate law enforcement needs to legislators and the administration. The Committee concurred with continued pursuit of a strategy of trying to restore lost revenues.

Victim/Peace Officer Training Issues

The Committee received a report and discussed recommendations arising from meetings with victims, victim service representatives, and law enforcement officials. A complete report on this matter will be on the Commission's April agenda. Committee consensus is that the directions described in that report are appropriate and should be pursued.

### Instructor Development

A report was received describing a current lack of availability of instructor development programs for novice instructors. It was suggested that the Commission consider setting a standard for instructor preparedness. This could be done by: (1) certifying (without reimbursements) a basic instructor development course; (2) develop an Instructor Certificate Program; and (3) establish a Commission goal of requiring at a future date that all novice instructors teaching in POST courses have completed the POST-certified instructor development course.

The Committee consensus was that the concept is worthy of further exploration. Staff will complete additional needed study and plan to report to the Commission in July. The Committee also requested that the concept be discussed with the POST Advisory Committee at its April 20 meeting.

### Reserve Officer Training Standards

Staff has over the past year been engaged in study of reserve officer standards with a focus on expansion of training for Level I reserves. A progress report on this study included a draft survey instrument to solicit input on reserve officer issues from law enforcement agencies. A final report will be submitted to the Commission after survey results are considered.

In the meantime, it was reported that legislation (SB 1874 - Boatwright/Ayala) sponsored by the California Reserve Officers' Association has been introduced. This legislation would mandate the regular Basic Course for Level I reserves and require the Commission to modularize Basic Course offerings in order that reserves might transition from reserve courses to the regular basic without redundant training. A recommended position on this legislation will be considered by the Legislative Committee on April 21.

The meeting adjourned at approximately 11:45 a.m.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Management Course Contracts for Fiscal Year 1994/95		Meeting Date April 21, 1994
Bureau Center for Leadership Development	Reviewed By	Researched By Dave Hall
Executive Director Approval <i>Thomas C. Boehm</i>	Date of Approval 4-6-94	Date of Report March 16, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

The Management Course contracts for fiscal year 1994/95 are presented to the Commission for review and final approval. Total maximum cost is \$308,892 for 20 presentations.

BACKGROUND

Staff has contacted each coordinator representing the five contract presenters for the Management Course. A need has been identified for 20 contract course presentations during fiscal year 1994/95.

ANALYSIS

Course costs are consistent with POST guidelines. Required learning goals are being satisfactorily presented by each contractor. The fiscal year 1994/95 contract costs for presentations will not exceed a total of \$308,892. The following costs have been agreed to by the presenters:

California State University - Long Beach Beach Foundation: 5 presentations	\$80,695.
California State University - Northridge Foundation: 2 presentations	\$26,118.
Humboldt State University: 4 presentations	\$63,636.
San Diego Regional Training Center: 5 presentations	\$81,255.
San Jose State University Foundation: 4 presentations	\$57,188.

The costs are for instructors, site, travel, and materials. A minimum of 400 law enforcement middle managers will attend the 20 presentations during fiscal year 1994/95.

RECOMMENDATION

Authorize the Executive Director to enter into contract agreements with the five contractors to present 20 presentations of the Management Course during fiscal year 1994/95 not to exceed total contract costs of \$308,892.



## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Command College, Executive Training, and Executive Development Course Contract FY 1994/95		Meeting Date April 21, 1994
Bureau Center for Leadership Development	Reviewed By <i>Robert L. Fuller</i>	Researched By Beverly Short
Executive Director Approval <i>Thomas C. Boehm</i>	Date of Approval 3-31-94	Date of Report March 16, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

The Command College and Executive Training Contract in the amount of \$534,453 for fiscal year 1994/95 is presented to the Commission for review and approval.

BACKGROUND

Seventeen classes have now graduated from the Command College. Four classes are continually in session. Class 22 will begin July 24, 1994. A total of 21 workshops are scheduled for presentation during the 1994/95 fiscal year.

The contract will provide the necessary support to present the 21 Command College workshops which include site, materials, facilitators, continuous development and faculty costs. In addition, funds will be used for Independent Study Project Committee meetings, academic consultants, and project grading; grading of intersession (homework) assignments; training of academic consultants; continuous redesign of workshops and keeping instruction current with case studies, writing special study briefs, etc; selection and orientation of new instructors; and completion of semi-annual assessment centers for the selection of students.

The contract also includes funds for the development and presentation of training seminars for sheriffs, chiefs of police, and senior managers; includes development and presentation of five 80-hour Executive Development Courses; and development and presentation of the Labor Management Institute program.

ANALYSIS

The two-year Command College continues to receive widespread support from law enforcement both nationally and internationally.

Chiefs and sheriffs continually request management and executive training seminars on a variety of contemporary issues. Seminars continue to be presented in response to training needs for the Sheriffs' Workshop Series, New Police Chiefs' Orientation, Area Training Seminars, Problem-solving Seminars, Small Agency Chiefs,

Contract City Commanders, and Large City Commanders. The newly designed Labor Management Institute is another example of the ongoing training and development being conducted in response to local law enforcement's needs.

The contract cost for five presentations of the Executive Development Course for fiscal year 1994/95 under the San Diego contract is the same as the 1993/94 fiscal year and covers costs for instructors, coordination, facilities, and materials as allowed by tuition guidelines.

The combined total contract maximum cost for the Command College, management and executive training seminars, and the Executive Development Course is \$534,453, \$7,847 less than 1993/94 F.Y.

#### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the San Diego Regional Training Center to provide support for the Command College, management and executive training seminars, Labor Management Institute, and Executive Development Course at a maximum cost of \$534,453 for fiscal year 1994/95.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Supervisory Leadership Contract Fiscal Year 1994/95		Meeting Date April 21, 1994
Bureau Center for Leadership Development	Reviewed By <i>Robert A. Fuller</i>	Researched By Tom Hood
Executive Director Approval <i>Thomas C. Boehm</i>	Date of Approval 3-31-94	Date of Report March 22, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

The Supervisory Leadership Institute contract for fiscal year 1994/95 is presented to the Commission for review and final approval. The total maximum cost is \$406,357.

BACKGROUND

The Commission expanded the Supervisory Leadership Institute from four classes to six classes in fiscal year 1990/91. The cost for six classes in fiscal year 1993/94 was \$406,357. Each class of the Institute is eight months in length with eight three-day workshops presented at monthly intervals.

One pilot class was started in fiscal year 1993/94, consisting of students from the Los Angeles Police Department and the Los Angeles County Sheriff's Department. This pilot of the Supervisory Leadership Institute is designed to test a number of alternatives for presenting the course.

The fiscal year 1994/95 contract in the amount of \$406,357 again provides for six classes to run throughout the year.

ANALYSIS

The Supervisory Leadership Institute continues to receive widespread support from law enforcement. The number of applications, awaiting class assignment, is over four hundred. Applications continue to arrive weekly. If other factors permitted, a case could be made for expanding the number of presentations.

The six classes will continue to provide law enforcement with a cadre of first line supervisors who have an opportunity to incorporate and practice the qualities and principles of leadership within their respective agencies.

The 1994/95 contract reflects no increase over fiscal year 1993/94.

RECOMMENDATION

Authorize the Executive Director to enter into a contract with the CSU, Long Beach Foundation to provide administrative services for the Supervisory Leadership Institute. These services include instructors, facility rental, coordination, instructor development, supplies and equipment at a maximum cost of \$406,357 for fiscal year 1994/95.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Broadcast Video Training Tapes		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Bill Masters
Executive Director Approval <i>William C. Becker</i>	Date of Approval 3-23-94	Date of Report March 7, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request Commission review and final approval of an interagency agreement with San Diego State University for an amount not to exceed \$54,000 to assemble and broadcast twelve videotape training programs during Fiscal Year 1994-95.

BACKGROUND

The Commission approved a \$54,000 contract with San Diego State University for 12 satellite broadcasts of videotape training programs during 1993-94. Eight of the broadcasts have been completed with the remaining four scheduled for one each month through June 1994. The broadcasts are being recorded and used by law enforcement agencies for training of their personnel. Feedback from the field continues to be highly commendatory, and the Commission is encouraged to continue this program.

ANALYSIS

Broadcasting of training programs via satellite has proven to be an effective method of delivery. Each two-hour broadcast contains at least four agency-produced videotapes and four segments of Case Law Updates, two each produced by the Alameda County District Attorney's Office and Golden West College. Over 350 tapes have been presented via satellite since the series began in December of 1988. This method of distribution has greatly expanded the use of existing videotaped material and helped to improve the effectiveness of training programs overall.

RECOMMENDATIONS

It is recommended that the Executive Director be authorized to sign a new contract with San Diego State University in an amount of \$54,000 for the assembly and transmission of twelve training tape satellite broadcasts during the 1994-95 fiscal year.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Produce Case Law Update Satellite Programs		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By <i>[Signature]</i> Otto Saltenberger	Researched By Bill Masters <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i> William C. Boehm	Date of Approval 3-24-94	Date of Report March 7, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request Commission review and final approval to enter into contracts with Alameda County District Attorney's Office and Golden West College for an amount not to exceed \$52,000 to produce 24 Case Law Update training programs each during Fiscal Year 1994-95.

BACKGROUND

The Commission approved \$52,000 for contracts with Alameda County District Attorney's Office and Golden West College for the production of 24 Case Law Update training programs each during 1993-94. Sixteen programs from each producer have been included in monthly POST videotape training broadcasts so far, with eight from each producer scheduled for use during the remainder of this fiscal year. The reaction to the new segments has been favorable, and the Commission is encouraged to continue this program.

ANALYSIS

Case Law Updates were added to POST satellite broadcasts to provide current information on recent court decisions to all California law enforcement agencies. The presenters include three assistant district attorneys and an Orange County Superior Court judge. The subject matter has been coordinated by POST staff to avoid duplication of production efforts. Cases chosen are recent and applicable to the needs of the law enforcement community. The addition of these updates has greatly increased the effectiveness of the videotape training broadcasts.

RECOMMENDATIONS

It is recommended that the Executive Director be authorized to sign new contracts with the Alameda County District Attorney's Office and Golden West College each in the amount of \$26,000, for a total of \$52,000, for the production of 24 Case Law Updates each during the 1994-95 fiscal year.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Produce and Broadcast the 1994-95 Telecourse Programs		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By <i>[Signature]</i> Otto Saltenberger	Researched By <i>[Signature]</i> Ray Bray
Executive Director Approval <i>[Signature]</i>	Date of Approval 3-23-94	Date of Report March 9, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request Commission review and authority for the Executive Director to enter into an interagency agreement with San Diego State University, or other public entities, for distance learning telecourse training programs for fiscal year 1994-95 in an amount not to exceed \$530,000.

BACKGROUND

During fiscal year 1993-94 POST will have produced and presented a total of 12 telecourses. At this time it appears that the costs for producing these programs will not exceed the costs allocated for the current fiscal year of \$480,000.

Two necessary specialized training videos (CPT Telecourse Presenters Orientation tape and POST Bulletin Board) were also completed during the 93/94 fiscal year. Additionally, the contract resources were used to accommodate the technology demonstration workshop in November 1993. It is assumed that the need will exist to complete additional but unspecified projects and training broadcasts in the upcoming fiscal year.

The production and presentation of satellite telecourses continues to be a valuable, effective training medium. The law enforcement community has enthusiastically accepted the medium, as evidenced by positive evaluations and many unsolicited calls requesting topics for future broadcasts. Moreover 429 law enforcement agencies currently possess satellite receivers provided by the Commission and an increase in program demand is expected.

ANALYSIS

It is proposed that POST produce 12 telecourses during the 1994/95 fiscal year. Subject matter for the planned telecourses programs are drawn from a variety of contemporary law enforcement issues, legislative mandates, and from topics requested by officers on their evaluations of recently viewed telecourses. Although we would like to do more, staff and fiscal resources may prove prohibitive.

The inevitable contingency exists which may require the completion of unscheduled specialized training video production and unscheduled duplication costs for special projects. Such events impact and strain the contract resources designed for telecourse production. Specialized videos are estimated at approximately \$25,000 each. The completion of two unplanned videos would require an additional \$50,000.

San Diego State University's KPBS Public Broadcasting has provided POST with excellent production capability. Their management, script writers, producers, directors, and camera operators have adapted well and support POST's demand for high quality law enforcement programming.

#### RECOMMENDATION

Authorize the Executive Director to contract with San Diego State University for production of telecourses and specialized training videos in an amount not to exceed \$530,000.



## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Department of Justice Contract for Fiscal Year 1994/95		Meeting Date April 21, 1994
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen <i>RTA</i>	Researched By Bob Spurlock <i>BS</i>
Executive Director Approval <i>Norman C. Bohner</i>	Date of Approval 3-23-94	Date of Report March 11 1994
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Approval of an Interagency Agreement (IAA) between POST and the Department of Justice Advanced Training Center in the amount of \$927,884 to cover the cost of training delivery services for Fiscal Year 94/95.

BACKGROUND

POST has contracted with the Department of Justice to present certified courses since 1974. The amount of the agreement each year has been based upon actual presentation costs to DOJ for instruction, coordination, clerical support, supplies and travel. Courses included in the contract are based on training needs assessment information and agency feedback. Individual course budgets are developed in accordance with existing certification requirements.

ANALYSIS

The amount proposed this year, \$927,884, represents an decrease of \$2,974. This amount reflects direct and indirect costs to train 2,694 students in 19 different technical courses (as detailed in attachments A and B).

The cost changes are due largely to decreases in hotel meeting room costs. Changes in number of course offerings, and minor salary adjustments for instructors who are state employees.

Increases in individual course costs reflect changes in presentation locations initiated at POST's request, direct increases in the cost of student materials and rental costs for essential instructional support equipment. Changes to certification conditions are limited to minor adjustments to total numbers of students, total instructional hours, or to the aggregate number of course presentations authorized.

A summary of the proposed changes from last year are:

- o A decrease in conference room rates from \$200 to \$100 per day.
- o Reduction in number of offerings of the Drug Identification/Influence Course, Financial Investment/Asset Forfeiture, and narcotics Investigation, and increase in the number of offerings of the Officer-Involved-Shooting course.
- o Decertification of the Criminal Intelligence Course and certification of a new and highly requested course in Thermal Imagery.
- o Decreased number of offerings of Modular training from 40 to 35 to closely reflect projected demand.
- o Increase in hourly instructional costs for State employee instructors by 5 percent.

The proposed changes are described in Attachment A and projected presentation costs are detailed in Attachment B.

#### RECOMMENDATION

Authorize the Executive Director to enter into an interagency agreement with the Department of Justice to present the described training courses for an amount not to exceed \$927,884.

## ATTACHMENT A

DOJ CONTRACT FOR FISCAL YEAR 1994/95  
DESCRIPTION OF PROPOSED CHANGES

<u>COURSE TITLE</u>	<u>CURRENT STATUS</u>	<u>PROPOSED CHANGE</u>	<u>1993/94 CONTRACT</u>	<u>1994/95 PROPOSED</u>
Advanced Financial Investigation	32 hrs/1 class 24 students/class 24 total trainees		\$ 7,447	\$ 6,945 <u>&lt;-\$ 502&gt;</u>
Basic Elements of Criminal Intell.	36 hrs/3 classes 30 students/class 90 total trainees		\$26,169	\$23,832 <u>&lt;-\$ 2,337&gt;</u>
CAMP Supervision and Field Ops	53 hrs/1 class 24 students/class 24 total trainees		\$9,727	\$9,727
Clandestine Lab Investigation	32 hrs/6 classes 30 students/class 150 total trainees		\$50,730	\$48,300 <u>&lt;-\$ 2,430&gt;</u>
Commander (Vice/Narcotics/Intell)	36 hrs/3 classes 20 students/class 60 total trainees		\$25,668	\$23,943 <u>&lt;-\$ 1,725&gt;</u>
Crime Analysis, Expanded Applic.	36 hrs/2 classes 20 students/class 40 total trainees		\$19,334	\$18,184 <u>&lt;-\$ 1,150&gt;</u>
Criminal Intelligence	72 hrs/1 class 24 students/class 24 total trainees	Decertify	\$10,626	\$ 0 <u>&lt;-\$10,626&gt;</u>
Dignitary Security	36 hrs/5 classes 28 students/class 140 total trainees		\$54,525	\$53,375 <u>&lt;-\$ 1,150&gt;</u>

<u>COURSE TITLE</u>	<u>CURRENT STATUS</u>	<u>PROPOSED CHANGE</u>	<u>1993/94 CONTRACT</u>	<u>1994/95 PROPOSED</u>
Drug ID/Influence (11550)	32 hrs/6 classes 50 students/class 300 total trainees	Add 4 hours Reduce to 5 Courses	\$62,520	\$62,380 <u>&lt;-\$ 140&gt;</u>
Economic Crime Investigation	36 hrs/3 classes 24 students/class 72 total trainees		\$25,428	\$23,181 <u>&lt;-\$ 2,247&gt;</u>
Electronic Surveillance	24 hrs/2 classes 24 students/class 48 total trainees		\$ 9,968	\$ 8,556 <u>&lt;-\$ 1,412&gt;</u>
Financial Invest/ Asset Forfeiture	36 hrs/6 classes 30 students/class 180 total trainees	Reduce to 5 classes	\$ 68,874	\$ 54,885 <u>&lt;-\$ 13,989&gt;</u>
Informant Development	32 hrs/8 classes 24 students/class 192 total trainees	Increase to 26 students	\$ 63,656	\$59,976 <u>&lt;-\$ 3,680&gt;</u>
Investigation of Homicide	36 hrs/4 classes 24 students/class 96 total trainees		\$ 37,096	\$ 38,476 (+\$ 1,380)
Investigation of Officer-Involved Shootings	32 hrs/9 classes 30 students/class 300 total trainees	Increase to 10 classes Reduce to 24 students	\$ 79,857	\$ 86,540 <u>(+\$ 6,683)</u>
Modular Training (Various Topics)	8 hrs/40 classes 30 students/class 800 total trainees	Decrease to 35 classes	\$ 48,440	\$ 42,385 <u>&lt;-\$ 6,055&gt;</u>
Narcotics Investigation	80 hrs/12 classes 24 students/class 288 total trainees	Decrease to 11 classes	\$252,324	\$249,183 <u>&lt;-\$ 3,141&gt;</u>
Narcotics Trng. Training for Trainers	60 hrs/2 classes 16 students/class 32 total trainees		\$ 41,544	\$ 36,966 <u>&lt;-\$ 4,578&gt;</u>

<u>COURSE TITLE</u>	<u>CURRENT STATUS</u>	<u>PROPOSED CHANGE</u>	<u>1993/94 CONTRACT</u>	<u>1994/95 PROPOSED</u>
Specialized Surveillance Equipment	36 hrs/7 classes 16 students/class 112 total trainees		\$36,966	\$ 48,664 (+\$ 11,698)
Thermal Imagery	50 hrs/2 classes 22 students/class 44 total trainees	New course	\$ 0	\$ 32,386

CURRENT CONTRACT AMOUNT 1993/94	\$930,858
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PROPOSED CONTRACT FOR FISCAL YEAR 1994/95	\$927,884
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NET DIFFERENCE	<- \$ 2,974>
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TOTAL	927884
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## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Master Instructor Development Program Contract for 1994-95		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By <i>[Signature]</i> Otto Saltenberger	Researched By <i>[Signature]</i> Don Moura
Executive Director Approval <i>[Signature]</i>	Date of Approval 4-6-94	Date of Report March 21, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request the Commission review and authorize the Executive Director to enter into a contract for the Master Instructor Development Program in the amount of \$90,513 for fiscal year 1994-95.

BACKGROUND

During Fiscal Year 1993-94, the Commission approved funding to complete the pilot testing of Class #1 of the Master Instructor Development Program, and continue the program by approving funding the first two workshops of Class #2 for the remainder of this current fiscal year through contract assistance with the San Diego Regional Training Center. Additionally at its January meeting, the Commission authorized the Executive Director to negotiate a new contract with the San Diego Regional Training Center for the program for Fiscal Year 1994-95.

Each Master Instructor Program Class consists of five workshops over a twelve month period which transcends fiscal years. The program trains and develops instructors to the Master Instructor level. Individuals completing the program then train novice and journeymen level instructors in POST developed instructor development courses. The Master Instructor Program is the key to the Commission's emphasis on improving the quality of instruction for law enforcement.

The San Diego Regional Training Center has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training.

## ANALYSIS

The Master Instructor Development Program continues to receive widespread support from the law enforcement training community. The program is starting to receive recognition nationally as evidenced by the enrollment of two candidates from the Federal Law Enforcement Training Center (FLETC), and inquiries from other states.

This 1994-95 contract would provide (for approximately 75 total trainees) the remaining three workshops for Class #2, four of five workshops needed for Class #3, two of five workshops for class #4, and the first annual update for graduates of Class #1 of the Master Instructor Development Program. The contract will provide the necessary support to present the program workshops which include site, materials, facilitators, academic consulting between workshops, project/elective review, progress reports (homework) review, and continuous development.

## RECOMMENDATION

Authorize the Executive Director to enter into a new contract with the San Diego Regional Training Center to provide support for the Master Instructor Development Program in an amount not to exceed \$90,513 for Fiscal Year 1994-95.



## COMMISSION AGENDA ITEM REPORT

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

Approval to enter into contract agreements with certain POST certified presenters of the Basic Course Driver Training, the Basic Motorcycle Course, and the Basic Narcotic Course to provide training to California law enforcement for fiscal year 1994/1995.

Traditionally, these courses have been presented as Plan III tuition courses. Shrinking County and City budgets have made it difficult for law enforcement agencies to up-front the tuition costs for these programs.

At the April 1993 Commission meeting staff was directed to transfer some categories of training, identified as high cost and needed statewide, from Plan III to contract. Basic Course Driver Training, Basic Motorcycle Training, and Basic Narcotics Training, have been identified as meeting this category. At its July and November meetings the Commission approved the conversion to contracts for specific presenters of the Basic Narcotics course, the Basic Motorcycle course, and the Basic Course Driver Training for Fiscal Year 1993/1994. At its January 1994 meeting the Commission authorized the Executive Director to negotiate contracts with presenters of these courses for the 1994/1995 fiscal year and return to the Commission at the April 1994 meeting for contract approval.

Although switching from Plan III to contracts has not appreciably increased or decreased the cost to POST of providing these courses, agencies have benefitted by the elimination of up-front costs and some reduction in administrative processing.

This proposal would allow contractual agreements with presenters of these courses for Fiscal Year 1994/1995.

## ANALYSIS

The amount proposed represents the same amount allocated through terms of certification for tuition under Plan III and should not increase the fiscal impact to the Peace Officer Training Fund.

This agreement will make these training programs more convenient for law enforcement.

Contractual agreements would be made with the following agency and college presenters:

Alameda County Sheriff's Department  
Alan Hancock College  
Butte College  
California Highway Patrol  
Evergreen College  
Fresno City College  
Gavilan College  
Long Beach Police Department  
Los Angeles Police Department  
Los Angeles County Sheriff's Department  
Los Medanos College  
Modesto Junior College  
Oakland Police Department  
Redwoods Center - College of the Redwoods  
Sacramento Police Department  
Sacramento County Sheriff's Department  
San Bernardino County Sheriff's Department  
San Diego Police Department  
San Francisco Police Department  
San Mateo Police Department  
Ventura County Sheriff's Department

In the January 20, 1994 Agenda Item Report, the Commission was asked to authorize the Executive Director to negotiate contracts for these three courses totaling \$ 2,228,911. During contract negotiations, staff received updated information from presenters on the number of officers they intend to train. This resulted in both increases and decreases in the training categories as follows:

- o The number of Basic Narcotic Course trainees changed from 216 to 194, reducing costs by \$ 16,830 for a total of \$ 105,210. The average cost per trainee is \$ 524.00.
- o The number of Basic Motorcycle Course trainees change from 575 to 563, reducing costs by \$ 12,018 for a total of \$ 624,633. The average cost per trainee is \$ 1,109.00.

- o The number of Basic Academy Driver Training Course trainees changed from 4250 to 4675, increasing by \$ 143,350 for a total of \$ 1,613,570. The average cost per trainee is \$ 345.00.

These updated figures bring the new total for the contracts to \$ 2,343,413 for Fiscal Year 1994/1995.

#### RECOMMENDATION

Authorize the Executive Director to enter into contracts with the agencies and colleges described to train a maximum of 194 students in the Basic Narcotic Course, 563 students in the Basic Motorcycle Course, and 4675 students in the Basic Course Driver Training. The total amount of these contracts not to exceed \$2,343,413 for the period starting July 1, 1994 and ending June 30, 1995.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract to Continue the Institute of Criminal Investigation Instructors' Update Workshops		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By <i>nuz</i> Neil Zachary
Executive Director Approval <i>Norman C. Bohm</i>	Date of Approval 3-31-94	Date of Report March 25, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request the Commission review and authorize the Executive Director to enter into a contract with the San Diego Regional Training Center to continue the Robert Presley Institute of Criminal Investigation (ICI) Instructors' Update Workshops and conduct six course evaluation meetings at a cost not to exceed \$45,000.

BACKGROUND

The Commission authorized special training during FY 1993-94, for instructors of the Robert Presley Institute of Criminal Investigation (ICI) so that the ICI Core and Foundation Specialty Courses are designed and taught using the adult experiential learning concepts. To ensure that all ICI instructors understand and are competent with the adult experiential learning concept, a 40-hour ICI Instructors' Update Workshop was designed and presented. There are approximately 25 instructors and group facilitators required for the Core Course, and the 11 Foundation Specialty Courses require approximately 100 additional instructors.

Two pilot ICI Instructors' Update Workshops were presented under separate contracts and four additional workshops were completed under contract with the San Diego Regional Training Center during FY 1993-94. A total of 116 instructors were trained during the six workshops this fiscal year. These instructors have also assisted in the design of eight of the eleven Foundation Specialty Courses using the adult learning concepts. Instructors have commented that employing adult experiential learning concepts in the class room make teaching more effective and there is more sharing of knowledge among students.

Students completing the ICI Core and Foundation Specialty Courses have favorably evaluated the program which encompasses adult experiential learning techniques. Students have written on

course evaluations that they appreciate the opportunity of sharing and learning from other students. An example of one student's positive evaluation of the Core Course in a letter written to Senator Robert Presley is attached.

In addition, periodic meetings of instructors teaching in ICI courses are required to maintain the dynamic nature of the course work and to make recommended changes in the curriculum.

#### ANALYSIS

In order to train additional instructors to fill vacancies and to complete the remaining three design phases of the Foundation Specialty Courses, it is proposed that three additional ICI Instructors' Update Workshops be conducted during FY 1994-95. Also, instructors currently teaching in the ICI program have requested one meeting per year to evaluate the courses and adopt recommended changes. It is proposed that one Core Course meeting and five Foundation Specialty Course meetings be conducted for this purpose.

Adult experiential learning concepts have proven to be an excellent method of instruction; it requires total involvement by instructor and student. Trainees are challenged to learn and perform in realistic role-play exercises and practical simulations. All ICI instructors work in the criminal justice system. They range from case-carrying detectives to crime scene analysts to assistant district attorneys and judges. Although they are subject-matter experts in their various fields of instruction and experienced instructors, they do not have the time to complete the entire Master Instructor Development Program. Therefore, the abbreviated, concentrated ICI Instructors' Update Workshop was developed.

The 40-hour ICI Instructors' Update Workshop is presented in two modules. The first 24-hour block is designed to familiarize participants with the adult experiential learning model and identify activities which instructors may use in delivering subject matter for maximum student retention. Between modules, participants prepare a practicum of what they have learned for presentation during Module 2. In Module 2 (16 hours), participants present a portion of a block of instruction using the adult experiential learning model. This provides an excellent opportunity to practice experiential learning and take advantage of a relatively risk-free environment and the feedback from their peers.

Current Core Course instructors will meet once a year to evaluate the course and adopt recommended changes in the course. Foundation Specialty Courses will be grouped in five different categories and current instructors for each category will evaluate and adopt changes in their course curriculum.

RECOMMENDATION

Authorize the Executive Director to contract with the San Diego Regional Training Center to coordinate three ICI Instructors' Update Workshops and conduct six course evaluation meetings during FY 1994-95, at a cost not to exceed \$45,000.

**ICI INSTRUCTOR'S UPDATE WORKSHOP BUDGET**  
5-Day Workshop

Lead instructor salary (\$600 per day)	\$ 3,000.00
Group facilitator salary (\$360 per day X two facilitators)	3,600.00
Lead instructor/group facilitator travel and per diem	3,000.00
Class room facility rental (\$200 per day)	1,000.00
Audio-visual equipment rental	100.00
Indirect costs (10% of contract)	1,070.00
<b>TOTAL PER WORKSHOP</b>	<b>\$11,770.00</b>
Three workshops conducted at total cost of:	\$35,310.00

**INSTRUCTOR MEETINGS BUDGET**  
Two-day meetings

Group Facilitator (\$500 per day)	\$ 1,000.00
Meeting Facility Rental (\$200 per day)	400.00
Indirect Costs (10% of Real Costs)	140.00
<b>TOTAL PER MEETING</b>	<b>\$ 1,540.00</b>
Six meetings conducted at cost of:	\$ 9,240.00
<b>TOTAL CONTRACT</b> (Workshops and Meetings)	<b>\$44,550.00</b>

# SAN DIEGO COUNTY SHERIFF'S DEPARTMENT



JIM ROACHE, SHERIFF



The Honorable Robert Presley  
P.O. Box 942848  
Room 5114  
Sacramento, California 942848-001

MAR 7 1994

Dear Senator Presley,

I have just recently attended the P.O.S.T. Institute of Criminal Investigation Course through the Regional Training Center in San Diego. This was an 94 hour intensive training class. I have been to numerous training seminars, schools, and conferences during the course of my 13 year Law Enforcement career. I can honestly tell you that I learned more in the 84 hours of this course that I did in the last ten schools I attended.

I was impressed with the course content and it's diversity. We often think that if we learn just one new thing from a school, we are doing good. This school was filled with new ideas and ways of handling citizens, criminals and each other.

I would therefore like to take this opportunity to thank you for allowing this great project to go forward for Law Enforcement. It has been a long time coming. For those of us with over five years in the investigation arena we can now have hope that new detectives will all learn the same. Thank you, again.

Sincerely,

Donna Perone, Deputy Sheriff  
Sexual Assault and Domestic Violence Investigations  
San Marcos Sheriff's Station

3.10

*Thank you for  
Sands time a  
Great Program*

*Bob*



## COMMISSION AGENDA ITEM REPORT

Agenda Item Title: Robert Presley Institute of Criminal Investigation Core Course Contract FY 1994/95		Meeting Date April 21, 1994
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Neil Zachary <i>mz</i>
Executive Director Approval <i>Merran C. Boehm</i>	Date of Approval 3-29-94	Date of Report March 25, 1994
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request Commission review and authorize the Executive Director to enter into a contract for the delivery of the Robert Presley Institute of Criminal Investigation (ICI) Core Course in the amount not to exceed \$240,000 for fiscal year 1994-95.

BACKGROUND

This is a renewal of the contract that was in effect for FY 1993/94, for which eight presentations of the ICI Core Course were conducted. The San Diego Regional Training Center (SDRTC) was granted a contract for FY 1993-94, and effectively presented four of the Core Course offerings. Sacramento Public Safety Center (Los Rios Community College District) contracted to present the remaining four offerings. It is requested that the Executive Director be authorized to enter into contract with SDRTC and/or other qualified presenters for the delivery of eight offerings of the Core Course, four in the southern part of the state and four in the northern part, in the amount not to exceed \$240,000.

ANALYSIS

The ICI Core Course is presented using the adult experiential learning concepts which have proven to be an excellent method of instruction. Trainees are challenged to learn and perform in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is therefore the foundation upon which all other courses are built.

Because local agencies are currently experiencing fiscal constraints, they are finding it difficult to front tuition costs for the Core Course. It is requested that the Commission continue to approve paying the presentations costs of the Core Course directly to the presenter, on a per student basis.

RECOMMENDATION

Authorize the Executive Director to enter into a new contract with the San Diego Regional Training Center and/or other interested and qualified public entities, for delivery of eight ICI Core Courses. Payment for course delivery will be made directly to the presenter on a per student basis.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title <b>Contract for Administration of POST Proficiency Examination</b>		Meeting Date <b>April 21, 1994</b>
Bureau <b>Standards &amp; Evaluation</b>	Reviewed By	Researched By <b>John Berner</b> <i>[Signature]</i>
Executive Director Approval <i>[Signature: Norman C. Bodun]</i>	Date of Approval <b>2-24-94</b>	Date of Report <b>February 18, 1994</b>
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>Continuation of the POST contract with Cooperative Personnel Services (CPS) to administer the POST Proficiency Examination.</p> <p><u>BACKGROUND</u></p> <p>Penal Code Section 832(b) requires POST to develop and administer a basic training proficiency test to all academy graduates. POST has contracted with Cooperative Personnel Services (CPS) for administration of the examination each of the last 11 years.</p> <p><u>ANALYSIS</u></p> <p>CPS has done an acceptable job of administering the POST Basic Course Proficiency Examination. Moreover, CPS can administer the examination for less than it would cost if POST staff were to assume this function.</p> <p>The amount of the fiscal year 1993/94 contract is \$24,984.95. The proposed contract for fiscal year 1994/95 is for an amount not to exceed \$37,290. The increase is due in large part to an estimated 14% increase in the number of basic academy graduates, and an additional cost of approximately \$8,000 for implementation of an ongoing program to pilot test experimental test items. Adoption of this program will make it possible to develop a new form of the Proficiency Examination every year.</p> <p><u>RECOMMENDATION</u></p> <p>Authorize the Executive Director to negotiate a contract with CPS for administration of the POST Proficiency Examination during fiscal year 1994/95 for an amount not to exceed \$37,290.</p>		

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST Entry-Level Reading and Writing Test Battery		Meeting Date April 21, 1994
Bureau	Reviewed By	Researched By John Berner
Standards & Evaluation	Date of Approval 2-21-94	Date of Report February 18, 1994
Executive Director Approval Norman C. Beckman		
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of the POST contract with Cooperative Personnel Services (CPS) to administer the POST entry-level reading and writing test battery.

BACKGROUND

Since 1983, the Commission has authorized that the POST entry-level test battery be made available to agencies in the POST program at no cost. During this period, all test administration services associated with the testing program have been provided under contracts with CPS.

ANALYSIS

All contract services provided by CPS have been acceptable, and POST lacks the staff to perform these services. The 1993/94 fiscal year contract amount is \$78,647.20. The proposed contract for fiscal year 1994/95 is for an amount not to exceed \$78,900.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for administration of the POST test battery during fiscal year 1994/95 for an amount not to exceed \$78,900.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST PC 832 Written Exam		Meeting Date April 21, 1994
Bureau Standards & Evaluation	Reviewed By	Researched By John Berner <i>JS</i>
Executive Director Approval <i>Maurice C. Beckman</i>	Date of Approval 2-24-94	Date of Report February 18, 1994
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of POST contract with Cooperative Personnel Services (CPS) to administer the POST PC 832 written examination.

BACKGROUND

Penal Code Section 832(a), which went into effect July 1, 1989, requires that persons must pass a POST-developed or POST-approved examination to successfully complete the PC 832 course. POST has contracted with CPS to administer the PC 832 written examination each of the last five years.

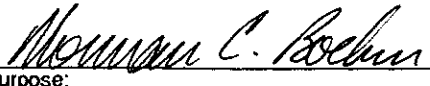
ANALYSIS

CPS has done an acceptable job of administering the examination. The amount of the 1993/94 fiscal year contract is \$78,470. The proposed contract for fiscal year 1994/95 is for the same amount.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for administration of the POST PC 832 written exam during fiscal year 1994/95 for an amount not to exceed \$78,470.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
<b>Agenda Item Title</b> State Controller's Office Agreement for Auditing Services FY 1994/95		<b>Meeting Date</b> April 21, 1994
<b>Bureau</b> Administrative Services Bureau	<b>Reviewed By</b> Frederick Williams	<b>Researched By</b> Staff
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-30-94	<b>Date of Report</b> March 23, 1994
<b>Purpose:</b> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <input type="checkbox"/> Decision Requested                                <input type="checkbox"/> Information Only                                <input type="checkbox"/> Status Report                         </div> <div style="width: 35%;"> <b>Financial Impact:</b> <div style="display: flex; align-items: center;"> <input type="checkbox"/> Yes (See Analysis for details)                                 <div style="margin-left: 10px;"><input type="checkbox"/> No</div> </div> </div> </div>		
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><b><u>ISSUE</u></b></p> <p>Commission review and final approval of an interagency agreement for auditing services with the State Controller's Office for Fiscal Year 1993/94.</p> <p><b><u>BACKGROUND</u></b></p> <p>There is a need to selectively audit the training reimbursement claims made by local agencies against the Peace Officer Training Fund. These audits have been conducted by the State Controller's Office on a yearly basis. The Commission approved an agreement not to exceed \$85,000 for current Fiscal Year 1993/94.</p> <p><b><u>ANALYSIS</u></b></p> <p>Each year for the past several years POST has negotiated an interagency agreement with the State Controller's Office to conduct audits of selected local agencies which receive POST reimbursement funds. The Controller's Office continues to do an acceptable job in auditing selected jurisdictions to assure that reimbursement funds are being appropriately expended.</p> <p><b><u>RECOMMENDATION</u></b></p> <p>It is recommended that the Commission authorize the Executive Director to enter into an interagency agreement with the State Controller in an amount not to exceed \$85,000 to audit local agency reimbursement claims for Fiscal Year 1994/95.</p>		

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Interagency Agreement With Teale Data Center		April 21, 1994
Bureau	Reviewed By	Researched By
Computer Services Unit	Glen Fine	Mitch Coppin <i>mc</i>
Executive Director Approval	Date of Approval	Date of Report
<i>William C. Boehm</i>	3.30.94	March 30, 1994
Purpose:		Financial Impact:
<input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center in Fiscal Year 1994/95 for computer services.

BACKGROUND

POST has an Interagency Agreement with Teale Data Center (a State agency) for computer services. The contract provides for a link between POST's computer and the Teale Data Center's mainframe computer. This allows POST to utilize the mainframe's power for complex data processing jobs and the storage of large data files that require more resources than POST's minicomputer or personal computers can provide. Teale Data Center staff also provide communications and Local Area Network (LAN) support and consulting services. The current year contract is for \$65,000. An additional \$100,000 was added to the current year contract (approved at the November 4, 1993 Commission meeting) to upgrade POST's DEC Microcomputer and install a LAN.

ANALYSIS

POST uses the Teale Data Center mainframe computers for processing large statistical jobs and the storage of large test score data files. POST will also need support services for installing, maintaining, and troubleshooting our LAN system. This agreement will give POST the processing power, storage capabilities, and technical LAN support that it needs during FY 1994/95. Costs are expected to be similar to this year. Based upon Commission action on November 4, 1993, it is planned that the normal contract amount be augmented by \$100,000 to spread total costs for an upgraded computer system over two fiscal years.

RECOMMENDATION

Authorize the Executive Director to sign an Interagency Agreement with the Teale Data Center for computer services in FY 1994/95 for an amount not to exceed \$165,000.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Health and Welfare Data Center - CALSTARS Support FY 1994/95</b>		Meeting Date <b>April 21, 1994</b>
Bureau <b>Administrative Services Bureau</b>	Reviewed By <i>[Signature]</i> <b>Frederick Williams</b>	Researched By <b>Staff</b>
Executive Director Approval <i>[Signature]</i> <b>Monica C. Boehm</b>	Date of Approval <b>3.30.94</b>	Date of Report <b>March 23, 1994</b>
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Commission review and approval of an interagency agreement with the Health and Welfare Agency Data Center for computer linkage in support of the State Accounting System (CALSTARS).

BACKGROUND

The mandated California Accounting and Reporting System (CALSTARS), implemented in 1986, requires that POST enter into a yearly contract with the Health and Welfare Data Center to provide data processing services during the year. The Commission approved an agreement not to exceed \$25,000 for current Fiscal Year 1993/94.

ANALYSIS

Without the continuation of an agreement with the Health and Welfare Data Center, POST will not be able to perform necessary state accounting functions and will be out of compliance with accounting requirements.

RECOMMENDATION

It is recommended that the Commission authorize the Executive Director to enter into an interagency agreement with the Health and Welfare Agency Data Center in an amount not to exceed \$25,000 for computer services during Fiscal Year 1994/95.



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
Legislative Review Committee  
Thursday, April 21, 1994  
Hotel Sainte Claire  
Saratosa Room

AGENDA

9:00 A.M.

Attachment

A. Pending Legislation

A

Attachment A identifies pending legislation that the Commission may wish to consider including:

1. AB 12 (Epple) - Emergency CPR Instructions

This bill would confer immunity upon public entities and employees for injuries caused by prearrival medical instructions given in good faith in the operation of a local 911 emergency telephone system if the person providing the instructions has received specified training.

Recommended Position: Neutral if amended

2. AB 38X (Speier) - Driver Training Funds

This bill would redistribute driver training funds to the state's crime victim programs. Initially POST supported this money being proportionally divided among Penalty Assessment Fund users. This would have resulted in \$9 million additional for POST. The Governor supports the entire \$34 million involved to go to the victims' programs which are increasingly being treated as an entitlement. Some law enforcement associations are opposing this bill.

Recommended Position: Watch

3. SB 281 (Ayala) - Reserve Peace Officers

This bill would grant authority to school districts to appoint volunteer school security reserve officers.

Recommended Position: Oppose Unless Amended, Neutral If Amended

**4. SB 1874 (Boatwright) - Reserve Peace Officers Professional Standards Act of 1994**

This bill would upgrade the training standards of level I non-designated reserve peace officers. The provision increasing the duties of level 3 reserves has been amended out.

Recommended Position: Support if Amended

**5. AB 2544 (Isenberg) - Penalty Assessments**

This bill would reduce state penalty assessments and increases local penalty assessments. The bill's author asserts this bill will positively impact POST's revenue because of greater incentive given to counties to collect fines and assessments.

Recommended Position: Watch

**6. AB 2964 (Horchner) - Peace Officer Status**

This bill would grant peace officer status and public safety retirement to commissioners and deputy commissioners of the Board of Prison Terms.

Recommended Position: Neutral

**7. AB 3644 (Umberg) - Penalty Assessments**

This bill would establish an additional \$10 local penalty assessment on traffic offenses to be used by counties for law enforcement purposes. None of the additional assessment revenue would come to POST. The additional assessment would mean that a \$100 fine would end up costing \$370 because of the assessments. Penalty assessments are already past the point of diminishing returns. The effect would likely be reduced revenue for POST.

Recommended Position: Oppose

**B. POST Funding Alternatives**

**B**

Attachment B identifies current efforts to secure support for additional funding for law enforcement training. Also provided is a synopsis of possible POST funding alternatives the Commission may wish to consider for 1995.

**C. Status of Active Legislation**

**C**

Attachment C is a chart identifying the status of bills for which the Commission has taken positions.

**D. Status of Informational Legislation**

**D**

Attachment D is a chart identifying the status of bills that are outside the scope of the Commission's interest in taking positions but are followed for their potential impact upon POST.

# BILL ANALYSIS

State of California  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

Department of Justice

FILE OR SUBJECT

Emergency CPR Instructions

AUTHOR

Assemblyman Epple

RELATED BILLS

--

BILL NUMBER

AB 12

DATE LAST AMENDED

May 13, 1993

SPONSORED BY

State Firefighters' Association

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

## General

AB 12 would:

1. Confer immunity upon public entities and employees for injuries caused by prearrival medical instructions given in good faith in the operation of a local "911" emergency telephone system if the person providing the instructions has received training complying with specified standards of, and follows guidelines and procedures of, either the Emergency Medical Services Authority (EMSA) or the State Fire Marshal.
2. Require the EMSA and the State Fire Marshal to review and update the guidelines and course of instruction at least every three years.
3. Make the presumption in law that a public entity or employee who fails to follow those guidelines and procedures shall be presumed to be negligent.

## Analysis

This bill would impact POST since many, if not most, public safety dispatchers are employed by agencies participating in the POST Public Safety Dispatcher Program. Currently, 322 agencies who employ over 3,000 public safety dispatchers participate in the program and are eligible for POST reimbursement. AB 12 would likely have the effect of increasing POST's obligation to provide training for dispatchers. There is strong likelihood that an increasing number of agencies will elect to begin issuing prearrival medical instructions not only because of the passage of this law but also because of the potential for liability for failure to issue these prearrival instructions.

Currently, the most prominent system for these instructions (Clauson System) requires 40 hours of initial training (including CPR) and 24 hours every two years for recertification. Of course, the exact training standard will not be known until the training is developed by EMSA and the State Fire Marshal. Therefore, it is not possible to accurately identify the increased training obligation to POST.

OFFICIAL POSITION

ANALYSIS BY <i>John Snow</i>	DATE 4-6-94	REVIEWED BY	DATE
EXECUTIVE DIRECTOR <i>William C. Beekun</i>	DATE 3-23-94	COMMENT	DATE

Obviously, the increased use of prearrival medical instructions has the potential for saving lives. However, AB 12 will negatively impact the training of peace officers to the extent reimbursement resources are diverted for this purpose. If this bill passes, it could be used as further evidence of the need to restore POST's revenue.

So that POST will have some degree of control over the amount of training to be required, it is recommended the bill be amended to name POST as one of the standards-setting entities along with EMSA and the State Fire Marshal.

Recommendation

Neutral if amended.

# BILL ANALYSIS

State of California Department of Justice  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

TITLE OR SUBJECT	AUTHOR	BILL NUMBER
Redistribution of Driver Training Penalty Assessment Fund	Assembly Member Spier	AB 38X
	RELATED BILLS	DATE LAST AMENDED
	--	February 2, 1994

SPONSORED BY  
Author

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

## General

AB 38X, a special session bill, would:

1. Redistribute most of the Driver Training Penalty Assessment Fund by reducing its percentage from 25.70 percent to .69 percent and increasing the (Victim) Restitution Fund from 32.02 percent to 53.35 percent and increasing the Office of Criminal Justice Planning's Victim-Witness Assistance Fund from 8.64 percent to 12.32 percent. The bill is an urgency statute to take effect immediately.

## Analysis

This legislation is a direct response to the Governor's recommendation for this redistribution in his 1994-95 proposed budget citing the continued underfunding of these victim programs. For the last several years, most of the driver training revenue has been redirected to the State's General Fund. This bill would cause all but approximately \$1 million of the \$32 million annual revenue to be permanently redistributed to these victims programs.

In recent years, existing laws have been amended to authorize increased level of claims against the State for reimbursing crime victims for injuries and financial losses. Both crime victim programs have sought and received supplemental appropriations from the General fund.

Although POST proposed to the Governor's Office that the Driver Training Fund be proportionately redistributed among the major State penalty fund users, the above course of action was decided. There appears to be little recourse for POST at this time except to watch the bill to make sure it is not amended in the process to detrimentally impact POST.

## Comments

Recommend a "Watch" position.

OFFICIAL POSITION

ANALYSIS BY	DATE	REVIEWED BY	DATE
<i>Pat Snow</i>	4-6-94		
EXECUTIVE DIRECTOR	DATE	COMMENT	DATE
<i>William P. Boehm</i>	2-28-94		

# BILL ANALYSIS

State of California Department of Justice  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

TITLE OR SUBJECT

Reserve Peace Officers

AUTHOR

Senator Ayala

BILL NUMBER

SB 281

RELATED BILLS

SB 1874

DATE LAST AMENDED

02/12/94

SPONSORED BY

San Bernardino Unified School District

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

## General

SB 281 would:

1. Authorize the governing board of a school district that has a security or police department to establish a volunteer school police reserve officer corps to supplement the school security or police department.
2. Requires any person deputized as a school police reserve officer to receive specified training.

## Analysis

Existing law (Penal Code Section 830.6) specifies that law enforcement agencies may appoint reserve peace officers including police departments, sheriffs' departments, harbor districts, regional park districts, and the Department of Justice. In each of these, full time peace officers supervise volunteer reserve peace officers.

Existing law (Education Code Section 39670) authorizes school districts to establish either a security department or police department. Security departments appoint security officers who have no peace officer status while school police departments appoint police officers with peace officer status. A major problem with SB 281 is that it is written to apply to both school security and school police departments. The reasons why school security departments should not be given authority to appoint volunteer reserve peace officers include:

1. It would be non-functional for security officers, without peace officer powers and with less state required training, to supervise reserve peace officers who have full powers of arrest, carry a firearm, etc. Agencies with reserve peace officers must effectively establish detailed policies, train, and supervise which requires considerable expertise.
2. Because current law (Penal Code Section 832.6) requires levels II and III reserves to be supervised by a peace officer with a POST certificate, SB 281 would not permit school security departments to appoint these reserves.

OFFICIAL POSITION

ANALYSIS BY

DATE

4-6-94

REVIEWED BY

DATE

EXECUTIVE DIRECTOR

DATE

4-4-94

COMMENT

DATE

SB 281  
Page 2

SB 281 should be amended to delete applicability to school security departments and restrict its provisions to only school police departments.

Recommendation

Oppose unless amended; neutral if amended.



# BILL ANALYSIS

State of California Department of Justice  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

TITLE OR SUBJECT

Reserve Peace Officer Standards

AUTHOR

Senator Boatwright

BILL NUMBER

SB 1874

RELATED BILLS

DATE LAST AMENDED

SPONSORED BY

California Reserve Peace Officers Association

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

## General

SB 1874 would:

1. Increase the training requirement for non-designated level I reserve peace officers from the existing 222 hours set by the Commission to the regular basic course for deputy sheriffs and police officers to be effective for those reserve officers appointed after January 1, 1997.
2. Require designated and non-designated level I reserve peace officers to satisfy the continuing professional training requirement prescribed by the Commission.
3. Remove the requirement that level III reserve peace officers be under the "direct" supervision and, instead, be under "functional" supervision. The list of limited function duties is proposed for expansion to include report taking, crowd control, and prisoner transportation.
4. Requires POST to facilitate the voluntary transition of reserve officers to regular officers with no redundancy in training.
5. Requires POST to develop a "bridging" course for existing level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers.

## Analysis

SB 1874 is identified as the Reserve Peace Officers Professional Standards Act of 1994. Concerns about POST's training standards for reserve peace officers have been expressed by many over the years. The Commission has directed that research on reserve training standards be conducted. The bill's sponsors, the California Reserve Peace Officers Association, desire to cooperatively work with POST on reserve standards and, at the same time, stimulate action through the legislative process with this bill. The sponsors are receptive to suggested changes to the bill's language.

OFFICIAL POSITION

ANALYSIS BY

DATE

REVIEWED BY

DATE

EXECUTIVE DIRECTOR

DATE

COMMENT

DATE

With regard to increasing the basic training requirement for non-designated level I reserves, it has long been recognized by most, including the Commission, that the 222-hour requirement is quite different from the current 560-hour Basic Course, yet both 830.1 officers and level I reserves do the same work. The Commission, in 1979, when adopting the current level I requirement, recognized the need to revisit this standard for the purpose of upgrading it. Non-designated reserve peace officers, while on duty, have the same authority and perform the same general enforcement duties (working alone) as designated level I reserve officers, regular deputy sheriffs and police officers.

Hence, the bill would require the same training (the regular basic course) for those non-designated level I reserves appointed after January 1, 1997. This time frame would provide law enforcement agencies with an opportunity to gear up to meet the requirement, although it is anticipated this increased requirement would have only nominal impact.

With regard to the proposed continuing professional training requirement for all level I reserves, this would not likely prove to be a hardship for law enforcement agencies since POST would have flexibility to set the requirement at the same level as for regular officers (24 hours every two years) or something less. Also, indicators suggest that most law enforcement agencies already provide this training to their reserves on an ongoing basis.

The rationale for the proposed expansion of level III reserve duties is to enable these volunteers to perform additional limited duties that would be useful to law enforcement agencies. The proposed removal of the immediate supervision requirement is for the purpose of expanding their usefulness to law enforcement. Currently, level III reserves are mostly ceremonial because of these unnecessary restrictions.

The proposed requirement on POST to facilitate the voluntary transition of reserve officers to regular officers with no redundancy in training has merit but should be amended to specify "unnecessary" redundancy in training "between level II reserve training and the regular basic course." This will provide the Commission with some degree of flexibility to determine if some curriculum content should be repeated and, at the same time, compel no redundancy between level II and level I reserves. The concept of minimizing redundancy should be supported in terms of effective use of financial resources.

The requirement for POST to develop a "bridging" course for existing level I reserve officers (222-hour basic) desiring to satisfy the regular basic course (560 hours) is currently being researched by POST and should be supported to avoid unnecessary redundancy in training.

#### Comments

On balance, this proposed legislation would make existing reserve training standards more defensible. This bill would require the same training for non-designated level I reserves, designated level I reserves, and regular police officers/deputy sheriffs who have the same authority and responsibilities. POST's liability for existing training standards should thus be lessened. POST's workload would remain approximately the same with one less basic course (the level I 222 reserve basic course), but adding the bridging course. Requiring continuing professional training of level I reserves is understandable for all the same reasons the requirement applies to regular officers. The increased training required for level I non-designated reserves should more than be offset by the bill's other features including reduced training redundancy and the "bridging" course.

A recent amendment to SB 1874 deletes the above #3 provision (on the first page of this analysis) relating to the expansion of level III, thus removing concerns from some law enforcement organizations.

For these reasons, it is recommended the Commission support this legislation if it is amended as suggested above.

# BILL ANALYSIS

State of California  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

Department of Justice

TITLE OR SUBJECT

Trial Court Funding

AUTHOR  
Assembly Member  
Isenberg  
RELATED BILLS

AB 38X - Speier

BILL NUMBER

AB 2544

DATE LAST AMENDED

January 19, 1994

SPONSORED BY

Author

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

## General

AB 2544 would:

1. Reduce state penalty assessments on criminal and traffic fines from \$10 to \$7 per \$10 fine and eliminate the existing 30 percent of state penalty assessments going to the State General Fund.
2. Increase local penalty assessments from \$7 to \$10 and require that this revenue go into the county treasury.
3. Require that counties pay the full costs of their commitments to the California Youth Authority (CYA) (\$25,000 each).

## Analysis:

AB 2544 shifts a portion of penalty assessments to the local level to help pay for the costs of their CYA commitments. The theory behind this proposal is that financial incentives will be provided counties to develop less expensive county treatment facilities or programs. This proposal has evolved out of the recent recommendations of the State's Legislative Analyst's Office to restructure state/local government. The proposed direction is to shift some state services/programs to the local level and, at the same time, give them revenue generating authority. This aspect of the bill is outside the scope of POST's responsibility and, therefore, outside its historical concern.

The reduction in state penalty assessments and corresponding elimination of the 30 percent going to the General Fund would appear to be offsetting. However, the author's office believes there "may be" some added benefit to POST in higher revenues because of added incentives to the counties to be more aggressive in collecting delinquent and unpaid fines and assessments. There is no evidence available to either support or refute this contention. Because there is uncertainty about the effect of this bill on POST's revenue and because further amendments are likely, it is recommended the bill be watched as it progresses.

## Recommendation

Watch

OFFICIAL POSITION

ANALYSIS BY

DATE

4-6-94

REVIEWED BY

DATE

EXECUTIVE DIRECTOR

DATE

3.23.94

COMMENT

DATE

# BILL ANALYSIS

State of California Department of Justice  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

## TITLE OR SUBJECT

Peace Officers:  
Board of Prison Terms

## AUTHOR

Assemblymember Horcher

BILL NUMBER  
AB 2964

## RELATED BILLS

DATE LAST AMENDED  
02/18/94

## SPONSORED BY

Author

## BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

### General

AB 2964 would:

1. Grant peace officer status to the Commissioner and Deputy Commissioner of the State Board of Prison Terms and make them eligible for public safety retirement.

### Analysis

The author's office indicates its intention to amend the bill to expand its provisions to also include commissioners and deputy commissioners of the Youthful Offender Parole and the Narcotic and Violent Offender Parole Boards.

Under current law, the Secretary of the Youth and Adult Correctional Agency, which oversees these boards, has authority to designate any employee as a peace officer. For purposes of designating persons as a peace officer, these gubernatorial appointees are apparently not considered employees and, thus, the bill has been introduced. The author's office could not identify the need for peace officer status.

Penal Code Section 13540 requires POST to conduct a feasibility study for new groups of persons seeking peace officer status to determine the need. No request for a feasibility study has been made; however, it is unclear whether this is a new group seeking peace officer status or an expansion of an existing class. Some interpret the law as requiring a study in either case.

### Comments

The Commission's policy is to oppose legislation that proposes new peace officer status without a feasibility study. Because of the ambiguity surrounding the law and AB 2964, the Commission may wish to instead communicate to the author the feasibility study requirement and take no position on AB 2964.

## OFFICIAL POSITION

## ANALYSIS BY

*John Snow*

## DATE

*4-6-94*

## REVIEWED BY

## DATE

## EXECUTIVE DIRECTOR

*M. C. Boehm*

## DATE

*4.4.94*

## COMMENT

## DATE

# BILL ANALYSIS

State of California Department of Justice  
COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
1601 Alhambra Boulevard  
Sacramento, California 95816-7083

TITLE OR SUBJECT

Penalty Assessments

AUTHOR

Assemblymember Umberg

BILL NUMBER

AB 3644

RELATED BILLS

AB 2544

DATE LAST AMENDED

02/25/94

SPONSORED BY

Author

BILL SUMMARY (GENERAL, ANALYSIS, ADVANTAGES, DISADVANTAGES, COMMENTS)

## General

AB 3644 would:

1. Establish an additional \$10 local penalty assessment on traffic offenses to be used by counties for law enforcement purposes.

## Analysis

Counties already have authority to enact ordinances to establish local penalty assessments for specified purposes up to \$7 for each \$10 traffic fine. In addition, current law requires a "state" penalty assessment of \$10, most of which goes into the State Penalty Fund and from which the Peace Officer Training Fund receives its revenue. Therefore, the combined state and local penalty assessments are up to \$17 or 170 percent of the fine. This has increasingly become to be recognized by the public, judges, and law enforcement as unrealistic and unjust. Law enforcement has been cast in an unwanted role as a collector of oppressive taxes that is contrary to the contemporary needs for partnership between law enforcement and communities.

The existing high penalty assessments have reportedly caused judges to include penalty assessments "as part of" the total financial sanction levied instead of "on top of" the fine as was the situation prior to the Trial Court Funding and Realignment Act of 1991. The result is that increasing penalty assessments do not have the effect of increasing revenue but only serves to reduce the revenue going to existing purposes including POST for law enforcement training. AB 3644 would raise penalty assessments to 270 percent of the fine.

## Comments

None of the revenue from the proposed increased penalty assessment would come to POST. While AB 3644 has a well-intended purpose, it would have the impact of substantially reducing revenue (unknown amount) to POST and should be opposed.

## Recommended Position

Oppose

OFFICIAL POSITION

ANALYSIS BY

*Hal Snow*

DATE

*4-6-94*

REVIEWED BY

DATE

EXECUTIVE DIRECTOR

*William C. Boehm*

DATE

*4-4-94*

COMMENT

DATE

State of California

Department of Justice

## M E M O R A N D U M

To : Legislative Review Committee

Date: March 21, 1994

NORMAN C. BOEHM  
Executive Director  
From : Commission on Peace Officer Standards and Training

Subject : POST FUNDING ALTERNATIVES

A verbal status report on POST's budget approval through the State Legislature will be made at the April meeting.

Looking beyond at the issue of restoring lost POST funding, the Governor's proposed budget calls for the redistribution of driver training funds to the crime victim funds instead of it being proportionately redistributed as proposed by POST.

Other alternatives for restoring POST funding exist for the Commission to consider that are listed on the attachment. A need exists to identify one or more alternatives and begin work for the 1995 legislative session.

Attachment

**VARIOUS ALTERNATIVES FOR LEGISLATION  
TO RESTORE POST FUNDING  
FOR LAW ENFORCEMENT TRAINING**

These alternatives were generated from wide-ranging fiscal discussions. The alternatives are for consideration, they are not proposals, nor have they been specifically endorsed by any organization. For the most part, these are supplemental funding alternatives; primary POST funding would continue to come from a portion of the State's penalty assessments.

Alternatives	Comments
<b>Alternative #1 – Reduce the present 30 percent currently going to the General Fund from State penalty assessments to 23.87 percent and adjust POST's percentage upward to 30.19 percent, increasing POST's revenue by \$12 million annually.</b>	This is counter to the Governor's proposed budget; also, AB 2544 (Isenberg) calls for reduced State penalty assessments (from \$10 to \$7) with \$3 to remain at the county level for Trial Court Funding; this alternative would worsen the General Fund budget shortfall.
<b>Alternative #2 – Redirect the high school driver training fund to the other major State penalty fund users on a proportionate basis; increasing POST's revenue by \$10–12 million annually.</b>	This funding has been largely unused; the Governor has proposed redirection in his 1994/95 budget (now part of AB 38X - Speier), but it would permanently redirect all driver training revenue to the State's crime victim programs.
<b>Alternative #3 – Redirect some revenue from the 911 Emergency Telephone Tax for the training of 911 Emergency Telephone Operators (call takers/dispatchers). POST currently expends approximately \$3 million annually on dispatcher training and services.</b>	This proposal would detrimentally impact the State's General Fund. A pending bill (ACA 33 - Rainey) seeks a constitutional amendment requiring all this revenue be restricted to 911 purposes. Dispatcher training may be an allowable 911 expense.
<b>Alternative #4 – Slightly increase the 911 Emergency Telephone Tax for the training of 911 Emergency Telephone Operators (call takers/dispatchers).</b>	This proposal requires a two-thirds vote of the Legislature. Just \$.0015 per month per billing could raise the \$3 million necessary for call taker/dispatcher training.



*Alternatives – continued*

*Comments – continued*

<b>Alternative #5 – Redirect a percentage (10%?) of punitive damage awards against cities and counties for actions of their peace officers; deposit into the Peace Officer Training Fund for law enforcement training purposes.</b>	Similar proposals have been attempted unsuccessfully for other purposes. There would be considerable uncertainty about potential revenue from this source. It may just shift costs to local government if larger judgments against locals are awarded to offset the redirection.
<b>Alternative #6 – Establish in law POST's authority to receive FTES (full-time equivalent student funding for community colleges) as if POST were a community college district for the purpose of reimbursing training presented by law enforcement agencies not affiliated with a community college.</b>	This proposal would overcome existing inequities wherein law enforcement agencies must present training without benefit of community college funding.
<b>Alternative #7 – Institute a small assessment on all home owners, business, and auto insurance policies to go to the Peace Officer Training Fund.</b>	This proposal has the logical nexus between property protection and professional law enforcement. Research is needed to establish the level of revenue this would generate.
<b>Alternative #8 – Institute a small fee on all sales of firearms and ammunition in California to go to the Peace Officer Training Fund.</b>	This proposal has the logical nexus between firearms and public safety/law enforcement.
<b>Alternative #9 – Institute a non-transferable tax on equipment purchased by law enforcement to go to the Peace Officer Training Fund.</b>	The challenge would be to prevent the tax from being passed on to purchasers (law enforcement agencies).
<b>Alternative #10 – Allow taxpayers to designate a portion of their tax refund for law enforcement training (check-off box on income tax form).</b>	A number of check-offs already exist; uncertain revenue potential.
<b>Alternative #11 – Raise alcohol taxes by a small amount to go to the Peace Officer Training Fund.</b>	Alcohol is a factor in many crimes and related social problems.

**Commission on Peace Officer Standards and Training**  
**Status of Legislation of Interest to POST**  
(1994)

Attachment C

**KEY**

P = Pending  
F = Failed Passage/or 2 yr. bill  
S = Suspense File  
Revised 4/6/94

Bill No./ Author	Subject	Commission Position										
			Introduced	First Policy Committee	First Appropriations Committee (if applicable)	Floor of First House	Second Policy Committee	Second Appropriations Committee (if applicable)	Floor of Second House	To Governor for Action	Chaptered	
AB 12 (Epple)	Grants immunity to dispatchers and employers for issuing prearrest medical instructions if training and guidelines followed.	None	12/7	-	-	-	X					
AB 38X (Speler)	Redistributes driver training funds to the state's crime victim programs.	None	2/1	X								
SB 281 (Ayala)	Grants authority to appoint volunteer school security reserve officers.	None	1/6	-	-	-	X					
AB 1329 (Epple)	POST Training: Authorizes POST to: 1) charge fees for the PC 832 exam and 2) waive legislative training requirements if peace officers have completed equivalent training. Establishes the Robert Presley Institute of Criminal Investigation. Postpones implementation date for the Law Enforcement Agency Accreditation Program until July 1, 1996.	Support	2/93	-	-	-	-	X				
SB 1874 (Boatwright)	Enacts the Reserve Peace Officers Professional Standards Act of 1994 which would upgrade training standards for level I reserves.	None	2/25	X								
AB 2544 (Isenberg)	Reduces state penalty assessments and increases local penalty assessments for CYA commitments.	None	2/1	-	X							
AB 2964 (Horcher)	Grants peace officer status and public safety retirement for commissioners and deputy commissioners of the Board of Prison Terms.	None	2/18	X								
HR 3272 (Johnston)	Establishes the "Law Enforcement and Correctional Officers Employment Registration Act of 1993".	Oppose Unless Amended	1/93	X								
AB 3644 (Umberg)	Establishes a \$10 additional local penalty assessment on traffic offenses to be used by counties for law enforcement purposes.	None	2/25	X								

State of California

Department of Justice

**M E M O R A N D U M**

**TO:** Legislative Committee

**DATE:** April 7, 1994

*Norm*  
NORMAN C. BOEHM  
Executive Director

**FROM:** Commission on Peace Officer Standards and Training

**SUBJ:** P. C. 832 TESTING PROGRAM

POST is required by law to test P.C. 832 students to determine successful completion of training. Three separate tests are administered--a written exam and a practical arrest methods exam, and a course-of-fire for those who take the optional firearms portion of the course. A significant portion of those who attend the course are neither in law enforcement nor intend to enter law enforcement (e.g., the course is taken as an elective at a Community College).

The Commission has supported legislation introduced by Epple (AB 1329) that would grant the Commission the authority to charge fees for testing, not to exceed actual costs, to those persons who are not employed or "sponsored" by a law enforcement agency at the time of testing. The legislation is proceeding without opposition, and is likely to be on the Governor's desk for signature within the next two weeks.

The proposed legislation was described at the January Advisory Committee Meeting, at which time Norm Cleaver, on behalf of the California Academy Directors' Association (CADA), expressed concerns about the differential fee nature of the legislation (i.e., some students would be charged, others would not)--which runs counter to the philosophy and mission of the Community College System to provide equal access to all students. In response to those concerns, staff met with representatives of CADA in early March.

At that meeting an alternative was discussed that could obviate the need to charge fees, while at the same time resulting in savings to POST that are comparable to those that would be realized if fees were charged. This alternative would require minor modifications to the current testing program, and would bring the program in line with the current Basic Course testing program. Specifically, certified course presenters would assume

full responsibility for: (1) issuing official notifications of successful course completion (as they currently do for the basic course); and (2) conducting all testing and retesting. (Currently course presenters are required to conduct all testing and retesting for the arrest methods and firearms exams, but have the option of having POST administer the written exam, and are not responsible for conducting retesting for the written exam.) POST would continue to be responsible for the content of all exams, and would continue to require that all course presenters receive instruction in the proper administration and scoring of the exams.

If implemented, these changes would result in annual savings to POST of approximately \$85,000 in materials and contract costs, and another \$75,000 in staff costs. A public hearing would be required to implement the changes.

Because of fiscal implications, the Finance Committee will consider this matter at its April 20 meeting. The issue is before the Legislative Committee for information and discussion.

The legislation to allow fee charging is proceeding, and considering all eventualities remains a positive move. Once passed, the law will permit, but not require to Commission to charge fees.

## DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

ALHAMBRA BOULEVARD  
SACRAMENTO, CA 95816-7083

## GENERAL INFORMATION

(916) 227-3909  
FAX (916) 227-3895

EXECUTIVE OFFICE  
(916) 227-2802

Administrative Services  
(916) 227-3920

Basic Training  
(916) 227-4252

Center for Leadership  
Development  
(916) 227-2816

Information Services  
(916) 227-4840

Management Counseling  
(916) 227-4800

Standards and Evaluation  
(916) 227-4820

Training Delivery and Compliance  
(916) 227-4862

Training Program Services  
(916) 227-4885

Course Control  
(916) 227-4866

Professional Certificates  
(916) 227-4263

Reimbursements  
(916) 227-3931

Resource Library  
(916) 227-4852

April 5, 1994

Edward W. Hunt, District Attorney  
President  
California District Attorneys' Association  
Fresno County District Attorney's Office  
2220 Tulare Street, Suite 1000  
Fresno, CA 93721


Dear Ed:

As a follow-up to our recent conversation at CPOA's Legislative Day, I wish to express concern about the proposed revisions to the Drug Asset Seizure Law that have been developed by the Attorney General's Office, the California District Attorneys' Association, and other law enforcement organizations. The proposed revisions remove POST from being eligible to receive funding for law enforcement training on drug enforcement.

The previous sunsetted law enabled POST to receive between \$800,000 to \$1 million per year for reimbursement of this training to local law enforcement agencies. On behalf of the POST Commission, I am requesting that you encourage the developers of this proposed legislation to reestablish POST's eligibility for this needed funding. As you know, POST has suffered a 25 percent reduction in overall revenue since the 1991 Trial Court Funding and Realignment Act and this issue only aggravates the funding shortfall problem.

Please let me know of any success you may obtain in getting this proposed legislation revised to reestablish POST's eligibility for funding.

Sincerely,

  
NORMAN C. BOEHM  
Executive Director

## DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1515 HAMBRA BOULEVARD  
SACRAMENTO, CA 95816-7083

## GENERAL INFORMATION

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(916) 227-3931Resource Library  
(916) 227-4852

April 5, 1994

Gregory G. Cowart, Director  
Division of Law Enforcement  
Department of Justice  
P.O. Box 903281  
Sacramento, CA 94203-2810


Dear Greg:

I wish to express concern about the proposed revisions to the Drug Asset Seizure Law that have been developed by the Attorney General's Office, the California District Attorneys' Association, and other law enforcement organizations. The proposed revisions remove POST from being eligible to receive funding for law enforcement training on drug enforcement.

The previous sunsetted law enabled POST to receive between \$800,000 to \$1 million per year for reimbursement of this training to local law enforcement agencies. On behalf of the POST Commission, I am requesting that you encourage the developers of this proposed legislation to reestablish POST's eligibility for this needed funding. As you know, POST has suffered a 25 percent reduction in overall revenue since the 1991 Trial Court Funding and Realignment Act and this issue only aggravates the funding shortfall problem.

Please let me know of any success you may obtain in getting this proposed legislation revised to reestablish POST's eligibility for funding.

Sincerely,

  
NORMAN C. BOEHM  
Executive Director

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Summary of Informational Bills of Interest to POST

(Revised April 4, 1994)

<u>Bill/Author</u>	<u>Description</u>
SB 12 Thompson	This bill establishes a new deferred payment/purchasing process for the State of California and uses the resulting cost savings to fund DOJ's Violent Crime Information Center.  <u>Status:</u> Chaptered 93-0341
AB 14X Solis	This bill would allow peace officers employed by the Investigation Division of the Employment Development Department, as specified, to carry firearms if authorized and under those terms and conditions specified by the department.  <u>Status:</u> Assembly Committee on Public Safety
SB 20 Russell	Makes a "wobbler" if fleeing or eluding involves the pursued vehicle being driven at least 20 miles per hour beyond the declared maximum speed limit for a duration of at least one mile with the peace officer in pursuit and is displaying a red warning light and is sounding a siren, or both.  <u>Status:</u> Secretary of State
SCA 22 Maddy	This proposed California Constitutional amendment would state that the first responsibility of each city, county, or city and county shall be the protection of public safety; and the governing body of each city, county, or city and county shall give priority to the provision of adequate public safety by setting aside first from all revenues available an amount sufficient to fund adequate police, fire, and prosecution services.  <u>Status:</u> Senate Committee on Constitutional Amendments
ACA 33 Rainey	This proposed constitutional amendment would require that all 911 revenue must be used for the establishment or maintenance of the 911 system.  <u>Status:</u> Assembly Committee on Utilities and Commerce.

ACR 39  
Aguiar

This measure would designate the week of May 2 through May 8, 1993 as Blue Ribbon Week, and would urge all citizens to observe these days of recognition and support for all peace officers and law enforcement agencies by wearing or displaying a blue ribbon.

Status: Chaptered 93-R-022

SB 149  
Boatwright

This bill extends the existing amnesty program for delinquent fines for Vehicle Code violations which is six months or more prior to the initial date of the amnesty program (April 1, 1991).

Status: Chaptered 93-1299

SB 162  
Presley

This bill would transfer the responsibility for conducting peace officer memorial ceremonies on the grounds of the State Capitol from the Peace Officers Research Association to the California Peace Officers Memorial Foundation.

Status: Chaptered 93-0029

AB 167  
Umberg

This bill would make it a felony instead of a wobbler for any person while operating a motor vehicle from willfully fleeing or otherwise attempting to elude a pursuing peace officer's motor vehicle with the intent to evade, if the peace officer's motor vehicle is exhibiting at least one lighted red lamp visible from the front and the person either sees or reasonably should have seen the lamp, the peace officer's motor vehicle is sounding a siren as may be reasonably necessary, the peace officer's vehicle is distinctively marked, and the peace officer's vehicle is operated by a peace officer, as defined, and the peace officer is wearing a distinctive uniform.

Status: In Senate - Third Reading File -  
Assembly Bills

AB 224  
Speier

This bill revises the definition of peace officer and time duration for emergency protective orders obtained by law enforcement in domestic violence cases.

Status: Chaptered 93-1229



AB 315  
Hauser

This bill would provide that any county with a population of 200,000 or less whose board of supervisors makes a public finding that the county is in an economic crises and that county revenues are inadequate to provide essential services to residents may petition the Governor for temporary suspension of compliance with state regulations and requirements that significantly impair the county's ability to deliver those essential services.

Status: Chaptered 94-0003

AB 317  
Alpert

This bill would require the State Department of Education to develop, not later than December 31, 1995, a curriculum for preventing gun violence for use in public elementary schools, that would familiarize pupils with how to react when encountering a firearm, how to resist peer pressure to play with a firearm, how to distinguish between gun violence in the media and real gun violence, and how to utilize conflict management and resolution skills.

Status: Senate Committee on Education

SB 323  
Lewis

This bill exempts any fire fighter or peace officer from the \$50 community college fee.

Status: Assembly Committee on Higher Education

AB 331  
Baca

This bill would exempt from the child abuse reporting requirement any injury caused by a peace officer acting within the course and scope of his or her employment as a peace officer.

Status: Chaptered 93-0346

AB 334  
Friedman

This bill requires OCJP to select 3 cities, one of which shall be the City of Los Angeles, for community-based policing demonstration projects.

Status: Senate Committee on Judiciary

SB 477  
Craven

This bill would revise existing training requirements for humane officers to specify that on and after January 1, 1994, all humane officers shall, within one year of appointment, provide evidence satisfactory to the society that he or she has successfully completed specified courses of training.

Status: Assembly Desk

SB 489 Deddeh	<p>This bill would establish categorical funding for public safety courses.</p> <p><u>Status:</u> Secretary of the Senate</p>
AB 529 Morrow	<p>This bill would authorize port authorities to appoint reserve peace officers.</p> <p><u>Status:</u> Chaptered 93-0169</p>
AB 578 Bowler	<p>This bill would require that the agency retired officer certificate indicate on its face that the retired peace officer served as a peace officer for the agency and would require that the agency issue only one form of identification certificate to retired peace officers.</p> <p><u>Status:</u> Chaptered 93-0224</p>
AB 581 Speier	<p>This bill eliminates the current two-hour training requirement for citizens wishing to purchase, possess or use any tear gas or tear gas weapon. This bill also authorizes private citizens to purchase, possess or use oleoresin capsicum tear gas.</p> <p><u>Status:</u> Chaptered 93-0954</p>
SB 594 Alquist	<p>This bill requires suspension of authorization to carry firearms if a state agency peace officer fails to qualify or requalify for the use of firearms every six months. This bill also would grant peace officer status to correctional officers of the Santa Clara County Department of Corrections.</p> <p><u>Status:</u> Secretary of the Senate</p>
SB 612 Hayden/Torres	<p>This bill would declare that all persons have a right to be free from sexual harassment that consists of specified conduct that exploits a relationship between a provider of professional services and a client.</p> <p><u>Status:</u> Assembly Committee on Judiciary</p>
AB 652 Speier	<p>This bill would enact the Quality in Government Services Act that would require state agencies to annually survey its customers.</p> <p><u>Status:</u> Appropriations Suspense File</p>

SB 800  
Presley

This bill would remove the January 1, 1994 sunset of the authority in law for court-ordered interception of wire communications of individuals involved in narcotic violations.

Status: Chaptered 93-0548

SB 821  
Lockyer

This bill would require any person employed as a school peace officer to complete the POST specified training course by January 1, 1996.

Status: Chaptered 93-0302

SB 832  
Hayden

This bill would require that, on or after January 1, 1995, every computer video display terminal and peripheral equipment, as specified, that is acquired for, or used in any place of employment, conform to all applicable design and ergonomic standards.

Status: Secretary of the Senate

AB 841  
Peace

This bill would all authorize a Transit Development Board to appoint transit police officers and contract for law enforcement services.

Status: Chaptered 93-0990

AB 855  
Tucker

This bill would impose a \$50 penalty assessment on any person convicted of specified controlled substance offenses, in addition to any other fine, assessment, or imprisonment imposed, to be deposited by the county treasurer in the county drug program fund for the exclusive use for the county's drug program.

Status: Chaptered 93-0474

SB 1016  
Hughes

This bill mandates local or regional poison control services as part of the 911 emergency telephone systems.

Status: Assembly Committee on Revenue and Taxation

AB 1047  
Epple

This bill would extend from June 1, 1993 to June 1, 1995 for agents of the Department of Alcoholic Beverage Control to successfully complete the 4-week course on narcotics enforcement approved by POST.

Status: Chaptered 93-0353

AB 1074  
McDonald

This bill would authorize a school district governing board to authorize members of a security or police department of the district to issue citations.

Status: Senate Committee on Judiciary

SB 1093  
Killea

This bill would provide qualified immunity from liability for public entities and certain personnel responding to the discharge, spill, or presence of hazardous substances if specified procedures are followed and responding personnel have been certified by OES

Status: Chaptered 93-1284

SB 1114  
Maddy

This bill would state that the first responsibility of each city, county or city and county shall be the protection of public safety; and that the governing body shall give priority to the provisions of adequate public safety by setting aside first from all revenues available an amount sufficient to fund adequate police, fire, and prosecution services.

Status: Secretary of the Senate

SB 1206  
Hurtt

This bill would provide that upon completion of a diversion program for specified controlled substance offenses, the arrest upon which the diversion was based shall be deemed to have never occurred for all purposes of employment, licensing, or certification. Law enforcement employment is specified as an exception.

Status: Chaptered 93-0785

SB 1251  
Torres

This bill permits the Los Angeles General Service security officers to carry firearms during such times in which a state of local emergency has been declared and with the approval of the Mayor.

Status: Chaptered 93-0083

AB 1268  
Martinez

This bill would provide for the confidentiality of all peace officers' home address, telephone number, occupation, etc. from voter registration information.

Status: Chaptered 93-1098

SB 1335  
Marks

This bill would specify that harassment because of sex includes, for this purpose, "hostile work environment sexual harassment," as defined to mean unwelcome sexual conduct that a reasonable person of the same gender as the complainant would consider sufficiently severe or pervasive to alter the conditions of employment and create an abusive working environment.

Status: Senate Committee on Industrial Relations

SB 1460  
Calderon

This bill would delete the exemption from disclosure of law enforcement records under the California Public Records Act. This bill would provide that all investigatory records compiled or maintained by any state or local law enforcement agency shall be made available for inspection and copying with specified exceptions.

Status: Senate Committee on Judiciary

AB 1591  
Knight

This bill would retitle the investigators, special agents and administrators that the Attorney General designates as peace officers.

Status: Senate Committee on Public Employment

AB 1610  
Boland

This bill would provide that federal investigators and law enforcement officers are not California peace officers, but may exercise the powers of arrest for violations of state or local laws, provided that they are engaged in the enforcement of federal, state, and local, rather than federal, criminal laws and exercise the arrest powers only incidental to the performance of these, rather than their federal duties.

Status: Senate Committee on Judiciary

SB 1756  
Johnston

This bill would require peace officers of the Department of Corrections or the Department of the Youth Authority who comprise transportation or escape details to carry firearms, in a manner prescribed by the Director of Corrections.

Status: Senate Committee on Judiciary

SB 1813  
Hughes

This bill would add public safety officers of the California Museum of Science and Industry to the category of state employees who are declared not to be peace officers but who may exercise the powers of arrest of peace officers and the power to serve warrants, as specified.

Status: Senate Committee on Judiciary

AB 1850  
Nolan

This bill would require a peace officer to arrest, without a warrant, and take into custody a person against whom a protective order has been issued if the person has notice of the order and has violated the order, whether or not the violation occurred in the officer's presence.

Status: Chaptered 93-0995

SB 2058  
Watson

This bill would require a department or agency that employs peace officers to release to the complaining party a copy of his or her own statements upon the request of the complaining party or his or her attorney and to provide written notification to the complaining party of the disposition of the complaint, as specified, within 30 days of the disposition.

Status: Senate Committee on Judiciary

AB 2250  
Collins

This bill would require that domestic violence-related calls for assistance be supported with the written incident report form and expands the definition of "domestic violence."

Status: Chaptered 93-1230

AB 2308  
Woodruff

This bill provides that investigators within the Toxic Substances Control Program are peace officers.

Status: Chaptered 93-0409

AB 2367

This bill would make the DMV confidentiality provisions applicable to employees of a city police department or county sheriff's office, and nonsworn personnel in local juvenile halls, camps, ranches and homes only if they submit agency verification that, in the normal course of their employment, they control or supervise inmates or are required to have a prisoner in their care or custody. The bill would add members of a city council, city attorneys, attorneys employed by city attorneys, and members of a board of

supervisors, and California-based federal prosecutors, criminal investigators, law enforcement officers, and National park Service Rangers to the list of individuals whose records are confidential.

Status: Chaptered 93-1291

AB 2372  
Vasconcellos

This bill would express the intent of the Legislature to make the necessary statutory changes to implement the Budget Act of 1993 relative to the California Community Colleges.

Status: Senate Committee on Health and Human Services

AB 2473  
Bowler

This bill proposes to reduce from 90 percent to 80 percent of voting membership that must be law enforcement personnel as defined to be eligible to solicit membership, contributions, subscriptions, or advertisements for any nongovernmental organization that incorporates the term "peace officer", "police", or "law enforcement".

Status: Assembly Committee on Public Safety

AB 2523  
Bowen

This bill would require the Director of the Office of Information Technology, notwithstanding this prohibition, to develop a master plan by January 1, 1996 that provides for networking between all state agencies in order to enable these agencies to communicate with each other, share data where appropriate, and maximize public access to this network.

Status: Assembly Committee on Consumer Protection

AB 2609  
Bronshvag

This bill would require the Department of Justice, the State Public Defender's office, the Department of Corrections, and any other appropriate state agency or commission that is a part of the criminal justice system to design a comprehensive report detailing how much money allocated for criminal justice is spent in California.

Status: Assembly Committee on Public Safety



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting  
Wednesday, April 20, 1994  
Hotel Sainte Claire  
Courtyard Room  
302 South Market Street  
San Jose, CA 95112-2889  
(408) 295-2000

**AGENDA**

**10:00 A.M.**

- |    |   |                           |
|----|---|---------------------------|
| A. | Call to Order   | Chair                     |
|    | 0 Roll Call   |                           |
|    | 0 Introductions   |                           |
|    | 0 Announcements   |                           |
| B. | Approval of Minutes of January 26, 1994 Meeting Minutes             | Chair<br>(See Attachment) |
| C. | POST Requirements for Instructor Training and Certification         | Staff<br>(See Attachment) |
| D. | Status of PC 832 Testing  | Staff                     |
| E. | Review of Commission Meeting Agenda and Advisory Committee Comments | Staff                     |
| F. | Advisory Committee Member Reports                                   | Members                   |
| G. | Commission Liaison Committee Remarks                                | Commissioners             |
| H. | Old and New Business  | Members                   |
| I. | Adjournment   | Chair                     |
| J. | Next Meeting - July 20, 1994<br>Red Lion Inn, San Diego             |                           |



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD  
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting  
January 26, 1994 - 10:00 a.m.  
Westin South Coast Plaza  
Costa Mesa, California

**MINUTES****CALL TO ORDER**

The meeting was called to order at 10:00 a.m. by Chairman Charles Brobeck.

**ROLL CALL OF ADVISORY COMMITTEE MEMBERS**

Present: Charles Brobeck, California Police Chiefs' Association  
Jay Clark, California Association of Police Training Officers  
Norman Cleaver, California Academy Directors' Association  
Joe Flannagan, Peace Officers' Research Association of California  
Don Forkus, California Peace Officers' Association  
Derald Hunt, California Association of Administration of Justice Educators  
Ernest Leach, California Community Colleges  
Don Menzmer, California Highway Patrol  
Cecil Riley, California Specialized Law Enforcement  
Judith Valles, Public Member

Absent: Don Brown, California Organization of Police and Sheriffs  
Charles Byrd, California State Sheriffs' Association  
Marie Danner, Public Member

**Commission Advisory Liaison Committee Members Present:**

Jody Hall-Esser  
Marcel Leduc  
Raquel Montenegro

**POST Staff Present:**

Norman C. Boehm, Executive Director  
Hal Snow, Assistant Executive Director  
Graham Breck, Learning Technology Resource Center  
Jan Myyra, Learning Technology Resource Center  
Ken Whitman, Learning Technology Resource Center  
Carol Ramsey, Executive Secretary

## **INTRODUCTIONS**

Chairman Brobeck welcomed Donald G. Menzmer, Chief, Personnel and Training Division, California Highway Patrol, as the California Highway Patrol representative on the Advisory Committee. Chief Menzmer's term will expire in September 1996.

## **ANNOUNCEMENTS**

Chief Alicia Powers, Hercules Police Department, representing the Women's Peace Officer Association (WPOA), has resigned her position on the POST Advisory Committee due to the conflicting demands of her job. WPOA will be appointing a new representative.

In January, Executive Director Norman C. Boehm accepted the 1993 FLETC Award for Excellence in Law Enforcement for Organizational Achievement for the POST Command College at a ceremony in Washington, D.C. Committee members viewed the award.

Mr. Boehm commented that POST will be looking at ways to improve the Command College and make it even more applicable to what is going on now and into the future.

## **APPROVAL OF MINUTES OF NOVEMBER 2, 1993 MEETING**

The minutes of the November 2, 1993 meeting were approved as distributed.

## **UPDATE AND COORDINATION OF POST FUNDING AND INFORMATION DISSEMINATION EFFORTS**

The Executive Director updated Committee Members on his visits with members of the Legislature, sheriffs, chiefs, labor groups, and law enforcement associations regarding funding and resource needs of law enforcement training.

## **REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS**

Staff reviewed the January 27, 1994 Commission agenda and responded to questions and discussion of the issues.

On Agenda Item "L" - Legislative Review Committee, Item "4" - Establishing Fee Charging Authority for the PC 832 Course Test, Norm Cleaver expressed an objection of the California Academy Directors to this fee. CADA feels it may present a problem to the community college presenters in that a student would be charged but an agency person would not. The Executive Director said these concerns will be passed along to the Legislative Review Committee.

## DEMONSTRATION OF FIRST AID/CPR INTERACTIVE COURSEWARE

Learning Technology Resource Center staff presented a demonstration of the new First Aid and CPR IVD training course.

Discussion was held concerning the feasibility of hooking up a mannequin to this course. Chairman Brobeck will make a comment to the Commission at its January 27 meeting to pursue this issue.

## ADVISORY COMMITTEE MEMBER REPORTS

Peace Officers' Research Association of California - Joe Flannagan commented that PORAC is very glad to see POST is proceeding with their regional training site plan.

He recently returned from Washington, D.C. where he attended a meeting and conference with Attorney General Reno. He commented it is important for POST to sell itself to the Administration. Attorney General Reno emphasized the fact there would be a lot of money for training, etc. This is an opportunity for POST to step up and show the United States what California can do, what we are doing, and use some of that money here in the State.

While in Washington, he was able to attend the National Memorial. He was asked to convey to the chiefs and sheriffs of all agencies in California that if there have been any slain officers from their agencies, please send a photograph and description of that officer to the National Memorial Visitors Center.

PORAC is looking forward within the next year in assisting POST in maintaining their funds, increasing their level of funds, and increasing the quality of individuals they represent.

California Association of Police Training Officers - Jay Clark reported that CAPTO members throughout the state have been participating in Training Needs Assessment Workshops in order to effectively plan for the training course needs of various regions. This interaction of agency representatives, educational facilities, and POST staff make it possible to maximize cost-effective planning for training courses to be presented in the coming training year.

CAPTO membership is anxiously awaiting the delivery of the Interactive Video software programs that are in the works. This will add another dimension to our ability to present cost-effective training.

California Community Colleges - Dr. Ernest Leach reported that six of their colleges received extensive earthquake damage.

California Association of Administration of Justice Educators - Derald Hunt reported that CAAJE is currently digesting the results of the Administration of Justice Curriculum Report which was prepared for the Chancellor's Office very recently and the recommendations that came from that have been presented to the General membership both north and south.

California Peace Officers' Association - Don Forkus reported that CPOA has been very active on the training front. He passed around an announcement of one of the more recent training opportunities dealing with police pursuit which will be offered several places throughout the state during the months of March and April.

The International Conference of Ethics will be held in March in Huntington Beach. Tom Hood of the POST staff and Doug Dickerson, Brea Police Department, will put on a panel presentation talking about the Supervisory Leadership Institute (SLI). SLI will get a great deal of exposure at this conference.

California Specialized Law Enforcement - Cecil Riley commented that Specialized Law Enforcement is trying to cope with the Governor's budget and politically are very active at this time.

California Highway Patrol - Don Menzmer expressed his appreciation for being appointed to the Advisory Committee.

California Academy Directors' Association - Norm Cleaver reported that the next CADA meeting will be held on March 1 in Costa Mesa at the Westin.

He commented that it would be an honor to have the Commission and Advisory Committee, or both, attend a future CADA meeting to see how a learning domain demonstration works.

Public Member - Judith Valles announced that she has been appointed as Interim President of Coastline College in Orange County.

California Police Chiefs' Association - Charles Brobeck announced that the CPCA Conference is scheduled to be held in Monterey February 8-11, 1994. It is expected that there will be a larger than normal turnout.

The Governor's Crime Summit is scheduled to be held on February 7 and 8, 1994 in Hollywood.

He also commented on the CPOA Political Action activities which include: (1) Political Action Committee for which Glen Craig is the chair; (2) grass roots program that will be adopted in two weeks at the CPCA conference which is a joint venture between the CPCA and CPOA; and (3) government relations program.

Commission Liaison Committee Remarks - Raquel Montenegro, speaking on behalf of the general public, extended a thank you to all law enforcement involved in helping during the Northridge disaster.

**OLD/NEW BUSINESS**

None.

**ADJOURNMENT**

There being no further business to come before the Committee, the meeting was adjourned at 12:45 p.m.

Carol Ramsey  
Executive Secretary

## MEMORANDUM

To : Long Range Planning Committee      Date: March 7, 1994

Norman C. Boehm  
Executive Director

From : Commission on Peace Officer Standards and Training

Subject : INSTRUCTOR DEVELOPMENT

At the November 4, 1993 Commission meeting staff reported that an overall plan for a POST Instructor Development Program. The program includes:

- o The Basic Instructional Skills Development Program (an 80-hour Basic Instructional Skills Development Course for novice instructors, along with an additional 40-hour version of the same course for incumbent instructors); and
- o The Master Instructor Development Program (a one year, three-phase program that elevates the competencies of selected experienced instructors to a mastery level, and develops them as mentors and trainers for all other instructors at all levels).

The overall program utilizes a building block approach from basic to master instructor levels and thus eliminates duplication.

The Master Instructor Course is in place. Class 1 helped develop the Basic Instructional Skills Development (BISD) Course. The course has been pilot-tested with reported excellent results and is now ready to be implemented (both 80-hour novice instructor and 40-hour incumbent instructor formats). Presentation would initially be by a few selected presenters using Master Instructor graduates as instructors.

The BISD course would provide both the novice and incumbent instructors with the necessary knowledge and proficiency in contemporary teaching methodology (adult learning techniques, experiential learning, learning styles, active training activities, use of technology, alternative methods to lecturing, etc.). Implementing these course presentations would allow the Commission to fill a void created by the legislative elimination of California's formalized credential and teacher training program for part-time instructors in community colleges. In the absence of instructor certification courses, a general degree of laxity exists commensurate with the lack of specific guideline or standards. This appears true for law enforcement training instructors as well.

POST staff involved in the certification of courses report that instructors are being employed based on recent experience almost without regard to formal instructional preparation. The lack of instructor preparation can leave them ignorant of proven instructional methodologies and uncertain how to use technology, and with a sense of instructional design. This does not bode well for instructional effectiveness. Colleges may try selected instructors with an eye to instructional ability, but those that do have no consistent statewide standard to be guided by, and there is no requirement to do anything in this regard.

To further emphasize the existing problem, a recent report of the Commission on Innovation to the Board of Governors of the California Community College presented some alarming facts. Only one-third of the colleges reported in 1992 that their faculty included an expert on student adult learning styles and active learning issues. Rarely have any of the traditional instructional skills programs that have been provided to instructors included knowledge and skills needed in order to develop and implement new approaches to teaching and learning. The report recommends that the Board of Governors allocate funding to plan for a goal that one-third of all instructors should be trained in advanced teaching/learning techniques by the year 2000, and that all full-time and part-time faculty should be proficient in these techniques by 2010.

Poorly prepared instruction makes training a waste of time and gives it a bad name. Problems created by inadequately trained instructors include: (1) less than adequate and, in some cases, unsafe training of peace officers; (2) potential liability for training institutions and POST; and (3) wasted training resources of POST, employing agencies, and training institutions. Failure to take appropriate remedial action will perpetuate these problems. It is estimated that more than 250 million dollars are invested annually in California law enforcement training by POST, community colleges, four-year universities, and law enforcement agencies.

While the Commission has no influence on instructional standards generally, it has considerable latitude to consider such standards for law enforcement trainees. With circumstances on availability of instructor development training now changed, the Commission may wish to rescind its policy established in 1979 regarding Teacher Training Course Certification. The policy stated that the Commission would not allow certification of teacher training courses that were required for state credentials on the premise that the training was available in the state college system. Neither the statewide credentialing program requirement, nor the availability of the training in the four-year institutions exist today.

This matter is before the Long Range Planning Committee for discussion and recommendation to the full Commission. Possible actions are proposed for the Committee's consideration:

1. In recognition of current fiscal constraints, direct staff to certify, without reimbursement at appropriate locations, the 80-hour course to fill the void for novice instructors, and the 40-hour course for incumbent instructors enabling the transition of the Commission's current certified training courses from traditionally lecture-oriented to contemporary instructional environments.
2. Establish a Commission goal of requiring, by the year 2000, that all novice instructors shall have completed the 80-hour Basic Instructional Skills Development Course prior to teaching in POST certified courses; and that all incumbent instructors complete the 40-hour POST Instructional Skills Update Course. Waiver of this requirement would be based on equivalent training and/or experience, and demonstrated competence.
3. Encourage POST certified presenters to require new and existing instructors to complete the 80-hour novice and 40-hour incumbent courses respectively. Additionally, encourage presenters to conduct these courses in various formats.
4. In conjunction with the above goal, establish a POST Instructor Certificate Program. This program would be phased-in with certified presenters by the year 2000.
5. Authorize staff to negotiate with the Community College Chancellor's Office for grant funding to pay for instructor development course presentations.
6. Rescind existing policy toward instructor development training.

These actions, if implemented, have the potential to quickly and dramatically impact the overall quality of POST-certified training programs. If the Committee agrees these actions are worth exploring, they will be further developed for presentation at a future Commission meeting.



## BASIC INSTRUCTIONAL SKILLS DEVELOPMENT COURSE

### Course Dimension Areas

		<u>Hours</u>
1.0	Introduction/Orientation	4
2.0	Role of the Trainer	4
3.0	Ethics of Instruction	4
4.0	Adult Learning Concepts	4
5.0	Instructional Systems Design (ISD)	10
6.0	Instructional Resources	2
7.0	Instructional Systems Delivery	8
8.0	Instructional Aids	4
9.0	Learner Testing	4
10.0	Remediation/Counselling/Retesting	4
11.0	Instructional Practicum	26
12.0	Panel Discussion	2
13.0	Written Examination	2
14.0	Course Evaluation/Critique	1
15.0	Graduation	<u>1</u>
	Total Hours	80

POST ADVANCED INSTRUCTIONAL SKILLS UPDATE COURSE

	<u>Hours</u>
Introduction/Orientation	2
Role of the Trainer	1
Ethics of Instruction	2
Adult Learning Concepts	3
Instructional Systems Design (ISD)	6
Instructional Aids/Resources	3
Instructional Systems Delivery	4
Learner Testing	2
Remediation/Counselling/Retesting	2
Instructional Practicum	12
Final Examination/Review	2
Course Evaluation/Completion Certificates	<u>1</u>
Total Hours	40

**C9. Teacher Training Course Certification**

The Commission will not allow certification of teacher training courses that are required for state credentials on the premise that the training is available in the state college system.

Commission Meeting

7/26-27/79

Ref: Regulation Section 1012(a)  
PAM Section D-10

**C10. Advanced Officer Course Content**

Commission Meeting

7/26-27/79

Commission Meeting (Repealed)

1/24/85

**C11. Tuition Charges for Nonreimbursable Students**

When POST contracts for a course and that course presenter allows nonreimbursable students to attend that course, those students shall be charged an appropriate tuition and the amount of the contract shall be reduced accordingly. Exceptions may be authorized by written approval of the Executive Director.

Commission Meeting

4/24/80

**C12. Certified Course Presenters - Out-of-State**

Qualified out-of-state course presenters may be considered for certification. (*Note: Staff assumes such courses would be presented in California.*)

Commission Meeting

10/23/80

**C13. Major Changes Basic Course Performance Objectives**

Performance Objectives for the Basic Course requiring major changes (additions or deletions) shall be approved by the Commission in advance of their adoption.

Commission Meeting

10/23/81

**C14. Minor Changes Basic Course Performance Objectives**

Minor changes in the Basic Course Performance Objectives may be made administratively and will take effect immediately, they must be reported to the Commission annually at its July meeting.

Commission Meeting

10/23/81

COMMISSION ON POST

MAR 21 8 14 AM '94

March 18, 1994

Norman Bohme  
Executive Director, Commission of POST  
1601 Alhambra  
Sacramento, CA 95816-7083

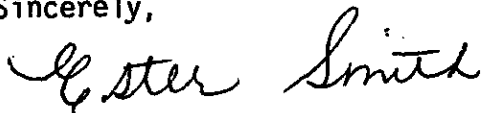
Dear Mr. Bohme:

On behalf of the Women Peace Officers' Association, we would like to nominate Sgt. Alexia Vital-Moore of the Los Angeles Sheriff's Department to the POST Advisory Commission to fill the unexpired term for Alishia Powers and to continue into the new term starting September 1994.

Alexia can be contacted at 5600 Archcrest Drive, Los Angeles, CA 90043. Her telephone number is (213) 298-1121, home and (213) 267-2709, work.

If you have any questions, please feel free to contact me at (209) 445-5451. Thank you.

Sincerely,



Ester Smith  
First Vice President, Women Peace Officers' Association

ES:er